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# COMMUNITY POTPOURRI

## FOOD AND CULTURE

edited by: Vicki Lyall

CONTAINS  
OVER  
100 RECIPES



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## **PRINTING ERROR**

Symbols used with the metric system (ie: mL, cm, min, h) are not abbreviations and therefore should not be followed by a period. Any periods which appear after the metric symbols in this book should be disregarded.

## **Page 61: SHORT CRUST PASTRY**

Two Serving size: 15 mL flour should read 175 mL flour.

We apologize to the Editor and people using this book for the errors. May it not detract from this useful and informative book.

The Publisher

**COMMUNITY POTPOURRI**  
**FOOD  
AND  
CULTURE**

edited by: Vicki Lyall

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**For Gord, Dustin, and Dustin's sib  
whom we will all meet in April**

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# ACKNOWLEDGMENTS

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So many people have played a role in making this book, it is impossible to name them all. To each of you - thanks!

There are people among those who contributed, who stand out in my mind. First, my parents, Syd and Gladys Bussey, who initially instilled in me a sense of community and a desire for learning.

I immensely appreciate Gord Lyall for his support, patience, suggestions and encouragement, and especially for never complaining about the hundreds of hours I have spent over the past few years on the Project and this book. You're the best partner a girl could ever have, Gord.

Dr. Ann Harvey has been a guiding force right from the beginning. She encouraged me to develop my ideas into the Project and was always available to read, comment and make suggestions.

It was Ann who showed me Eliot Wigginton's **Foxfire** books to prove to me that "something like this could be done." Thanks to **Foxfire** for that extra bit of reassurance.

Dr. Jake Harder saw the value in what I wanted to do, and on behalf of Alberta Education offered the financial support which got the wheels of the Project turning. Dr. Harder's encouragement throughout the editing of this book has been a real boost.

Of course, the Project would have never gotten off the ground and this book could not exist, were it not for the many people who participated in their communities and contributed their experiences to this book. My thanks to Linda Dogterom, Betty Wolfe, Carol Selte, Marge Nussbaum, Doreen Pritchett, Norrine Ross, Carol McLean, Dorothy Kusyk, Jane Sereda, Eleanor Staszewski, Vi Fodor, Susan Ednie and Marian Spring who saw the relevance in the Project for their students and got involved. And especially to the hundreds of young people who are responsible for the content of this book - a great big THANK YOU.

Vicki Lyall



# TO THE READER

ii

“**Community Potpourri**” is the best way I can describe what this book is all about. A potpourri (pronounced po-poo-REE) is a mixture of flowers, spices and herbs often stored in attractive small jars and used for scent. A potpourri is also a highly seasoned mixture of meat and vegetables cooked together. **Community Potpourri** draws an analogy between these well blended components which result in a mixture pleasing to the senses and the interaction of people with various cultural backgrounds, interests and lifestyles which mold a community offering a sense of security to its members.

The communities you will read about in **Community Potpourri** have distinct differences, but they also share some similar characteristics, as do all communities. The groups of students who became involved in their communities to prepare the contents of the following chapters studied one aspect of their community in particular - that of food. Some students learned about the food habits of various ethnic groups, some studied people's attitudes toward food or the methods used to prepare food. Other students found out about the food of the early pioneers in their communities, while still others predicted how they see the food situation in the future. New friends were made in the process and many students learned a lot about communicating with people of a different generation.

Students either acquired or concocted recipes related to their specific topic. Many of these recipes appear in the chapters. They are written with both two and six serving measurements so you can pick the size to suit your needs. The recipes are listed in the Recipe Index at the back of the book both by specific title (Grandma Goodwin's Yeast Milk Biscuits) and by general category (Biscuits). A Subject Index is also included for easy reference.

If you have not attempted metric cooking refer to Appendix A. Metric measuring is really very simple; the only difference from the system using cups and spoons is the measures themselves, for example instead of levelling off a “cup of flour”, you will level off a “250 mL measure of flour.” For the purpose of measuring the **Community Potpourri** recipes I have defined two words as follows: pinch - approximately the amount which can be pinched between the thumb and forefinger (there are roughly three pinches in one millilitre), few grains - approximately one third of a pinch.

I trust that reading **Community Potpourri** and cooking from the recipes will be an enjoyable experience for you. Following each chapter are suggested activities titled “Get Involved”. I hope you will consider some of these activities and plan to become more involved in your community. Not only will you grow and learn from participating in your community, but your community will benefit from your involvement. For this is the spirit of **Community Potpourri**, people interacting with one another and learning more about their communities and about themselves.

V.L.

# TO THE EDUCATOR

iii

This isn't just a book about food and it isn't just a book about communities. This is a book about people and the role food plays in their lives. It is a book about people and the communities of which they are, or were, a part. But more important, it is a book about people, most of whom are teenagers, eagerly learning and actively participating in their milieu.

These young people together with their food science or home economics teacher left the four walls of their classrooms and their course textbooks to gather information and write the chapters of this book.

Ideas that finally led to this book began to form during early 1977 when I was at The University of Alberta completing my M. Ed. degree. It was during this time that I developed a zealous interest in community and confluent education. Confluent education, sometimes referred to as humanistic education, is a holistic view of teaching which integrates the affective aspects with the cognitive functions of learning. Community education centres around the school where Community resources and programs are centrally administered in an effort to meet all of the educational needs of the students and the other members of the community, and to improve community living by fostering a sense of community and belonging. Both of these philosophies influenced the design of "The Students In The Community Food Science Project" which resulted in this book.

One of the major goals of the Project was to provide relevant learning experiences for the students through meaningful interaction with their communities. The topics for study were to relate to food science concepts.

A definition of community may be appropriate here. A "Community" is more than just the geographical area surrounding one's home, or the territory served by the school. It is the community of interests such as the vegetarian community (chapter 7), and the ethnic communities of the Dutch-German Mennonites (chapter 4) or the Italians (chapter 5). Community also means primary communities of the past where people worked together as kinsfolk, like the old farm kitchen (chapter 1), Athabaska Landing (chapter 10) or Edson fifty years ago (chapter 12). Furthermore, the term means secondary communities where people are indirectly related to one another like the Commonwealth community (chapter 3) or the global community (chapter 13).

The acquisition of self-learned life skills through student-community interaction, in conjunction with academic concepts learned through traditional schooling should be the major objective of every school program. I have observed changes in my student's behaviour which I attribute to the broad experiences gained through a community-interaction program, experiences which I could never have provided for them in my classroom.



Students are forced to communicate with people other than their peers and their families. They come back to the classroom with some definite questions about communication and I know they will go out and practise the skills I teach them.

After students talked with senior citizens in our community, I listened to them marvel over the societal changes these people have experienced, and I heard these students talk about their future with greater empathy, considering the social issues that are likely to affect them.

The students always appear to have learned something valuable from the people they come in contact with because they seek out people experienced in whatever topic they happen to be studying. They are learning the value of human resources. Our future is dependent on the creative and productive use of human resources while, at the same time, gearing down on the utilization of non-renewable resources.

Throughout a community interaction program students are learning when and how to use many of the social services available in the community.

As a result of the student's interaction with the community more of a spirit of community develops within them. Many of my students display a greater pride in their heritage, and greater acceptance and respect for people different from themselves and their peers. Back in the classroom they voice concern for other groups in the community and discuss some of the problems these other groups experience.

The major benefit for both learner and teacher is the desire to learn that comes when students can see the relationship between what is taught in school and their personal lives. Community involvement in teaching is the key to relevance and self-motivation for the learner.

George Isaac Brown, in his book **Human Teaching for Human Learning**, says:

One hears much about relevance today. How, then, do we know when something is relevant? It is relevant when it is personally meaningful, when we have feelings about it, whatever "it" may be. There has been concern in the educational establishment for motivating learners, but this is usually only fancy wrapping on the package. If the contents of the package are not something the learner can feel about, real learning will not take place. We must attend not only to that which motivates but to that which sustains as well.<sup>1</sup>

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<sup>1</sup>George Isaac Brown, **Human Teaching for Human Learning**, an Esalen Book, The Viking Press Inc., distributed in Canada by MacMillan Company of Canada Ltd., 1971, p. 10

Students lack interest in textbooks and classroom activities when these seem far removed from their personal lives or their futures. When schooling involves youth in other aspects of their lives they have feelings about it and the “real learning” that Brown is talking about takes place.

After completing the design for the “Students In The Community Food Science Project” and securing financial support from Alberta Education, teacher kits were prepared and distributed to approximately one hundred-fifty home economics teachers in various parts of the Western Canadian provinces. The teacher kits consisted of a description of the project design, its goals and objectives, and ideas for individual class projects for each of the project concepts. From the project proposals received I chose the individual class projects which resulted in the chapters of this book.

Laboratory activities in the food science classroom involve students in the preparation of food. Included in each chapter are recipes which relate to the topic of the particular chapter. All of the recipes have been written and tested in two and six serving sizes so that they are practical for school laboratory use as well as for couples and families.

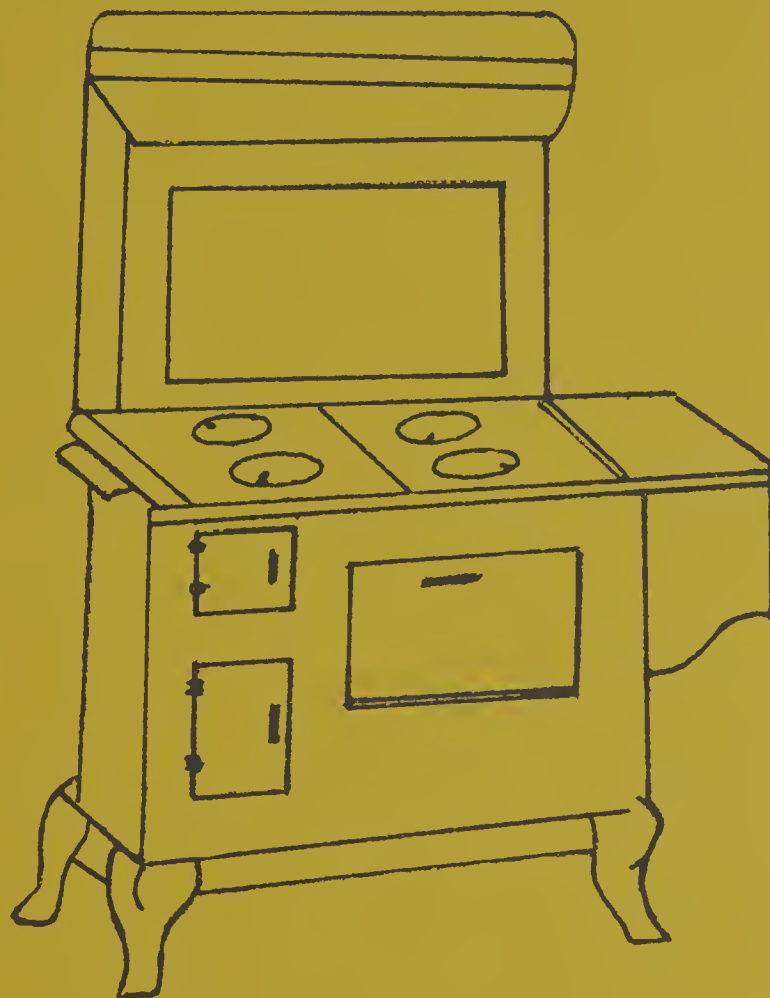
For small families of two, I hope the recipes in this book will help prevent some of the food waste that often results from preparing more at meal times than can be eaten.

As previously mentioned, the key to relevance and self-motivation is community involvement. The key to a successful community involvement program is an enthusiastic teacher who believes in the program. I hoped that teachers would choose a project which would be a new experience for them as well as for their students. It's exciting to learn together with one's students, and a teacher's enthusiasm can't help but wear off on the students. Eleanor and I found our history of Athabaska Landing project (chapter 10) so exciting that we also went out and interviewed some of Athabasca's “old timers”. Long after the project was completed we were still talking to senior citizens about “Athabaska Landing.”

The purpose of publishing this book as a result of our project is to show others what we have done and hopefully to get more people, especially young people, actively involved in their communities. If after reading this book, you begin to think more about your communities, then the initial significant step has been taken and our efforts in preparing this book have not been in vain.



## Chapter One...



**"OUT OF KITCHENS PAST"**

---

**Food Science 10 Class  
Bishop Grandin High School  
CALGARY, Alberta  
Teacher: Linda Dogterom**

Greg ARSENAULT	John KRANJCEVIC	Adrien PAGE
Erika BEK	Carol KUFFLER	Belinda SANDERSON
Jackie BOLDER	Shane KUNTZ	Rob SPIRO
Janet CANTELON	Beth LEDUC	Jim STOBIE
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Karen DREHER	Mary MICHALUK	Ron VAN MEETEREN
Helen FRENCH	Teresa MOSKALUK	Louise WALSH
Lydia HOLUBEC	Terry NORTHCOTT	Vic ZAPPA
Tracey KERVEL		

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The residents of Bow Valley Lodge, Calgary, for giving us interviews.

Glenbow Museum, Calgary for allowing us to photograph artifacts.



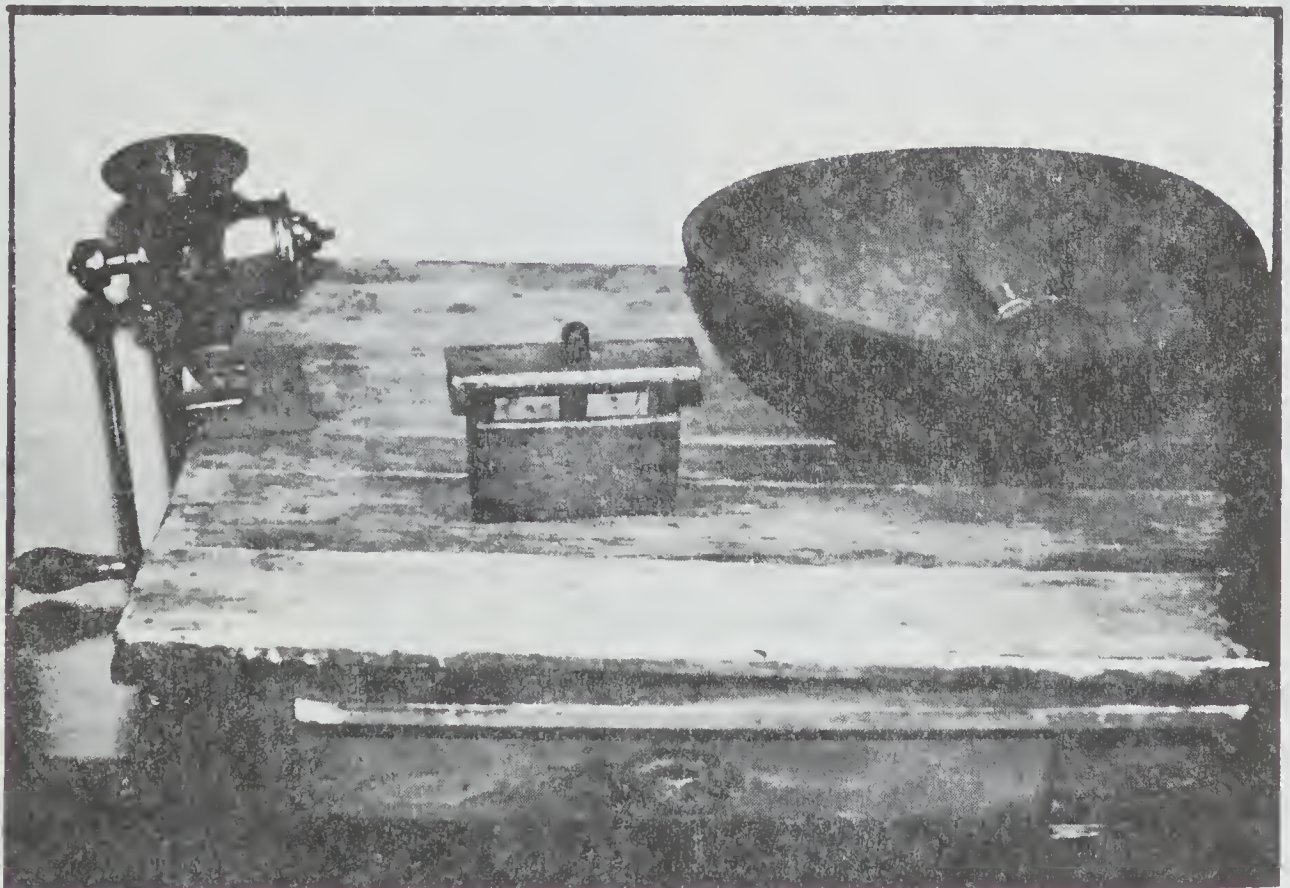
**“Out of Kitchens Past” - a blend of reminiscences told to us by our grandparents...**

Oh, those were the good ole days! As I sit here now, I can remember waking up as the rooster heralded the dawn and the beginning of another day of hard work....

After putting on my work clothes I hurried over to the huge iron wood-burning stove that heated our small, two room, frame house. Water heating in the side trough of the stove was used for washing up, doing dishes, laundry and cooking. I quickly took advantage of the steaming hot water before sitting down to a breakfast of porridge, bacon and eggs (collected from the prolific hens in the chicken coop), homemade bread and preserves, and fresh milk.

Bread was usually made twice weekly in quantities that called for large bowls for rising covered with cloths. We used our own starter to help the dough rise. In the winter, the starter sometimes went sour and we would have to borrow some from a neighbour. The aroma of fresh baked bread cut into nice thick slices was never to be forgotten.

The cows were milked daily by hand. The rich, yellow-tinted milk they gave was separated into milk and cream in the milk separator. These two products found many uses around our home, and the surplus was sold to neighbours, city folks or the city dairy.



**Meat grinder, butter mold and large wooden bowl with utensils. Mother's wooden work table was all the work space she had for cooking, doing dishes, and washing clothes.**



We drank most of the milk we kept. Some of it was used in making dishes such as creamed peas and potato soup. The cream was used to churn butter. Mother spent hours pushing and pulling the churn stick up and down until the butter finally separated from the liquid. At this stage she put the butter into molds. It was wrapped or put into containers and stored in the pantry or cellar. The liquid was usually fed to the pigs.

This rich milk was also used to make cottage cheese simply by sitting a can of milk at the back of the stove and letting it turn on its own. Then, it was put in a sugar sack to drain for a day. The curds were mixed with nice, thick cream and some salt and pepper.

At special times we used the cream to make my favorite treat - ice cream. Cream and eggs were combined in one pail which was set into a larger pail containing ice. I can remember cranking until my arms felt as if they would fall off at any moment. The reward was all the ice cream I could eat. Another treat which used the fresh milk and eggs was cream puffs.

## BUTTER CHURN



---

## CREAM PUFFS (1920)

### Two Servings

50 mL	butter
pinch	salt
100 mL	cold water
100 mL	flour
1	egg(s)

### Six Servings

125 mL
1 mL
250 mL
250 mL
3

**Cream Filling:**

175 mL	milk	500 mL
75 mL	sugar	200 mL
1 small	egg(s)	2
15 mL	flour	30 mL
f.d.	vanilla	1 mL

1. Boil butter, salt and water together. Add flour, and simmer stirring for about 1 minute.
2. When partly cool, add unbeaten egg(s) one at a time, stirring after each. Beat until glossy.
3. Using 2 spoons, shape balls of dough 3 to 5 cm. in size, and place on a cookie sheet.
4. Bake at 220°C for 10 minutes. Reduce temperature to 190°C and bake for 20-40 minutes or until the puffs are light brown. DO NOT OPEN OVEN DOOR DURING FIRST 20 MINUTES.
5. Fill cooled cream puffs with filling.

**Cream Filling**

1. Heat together: milk, sugar, egg(s), flour and vanilla until bubbly in the top of a double boiler over direct heat.
2. Place over the bottom of the double boiler and heat, stirring constantly until thickened. Cool before filling cream puffs.



Because we didn't have refrigerators as we know them today, getting ice was a bit of a problem. Before the big snowfalls of the winter, father dug a very deep narrow hole in our straw stack. As the snow fell in the hole and turned to ice, the straw insulated it from the changing temperatures of the seasons, so that we often had ice right into the month of July.

Sometimes after a hailstorm, mother would send the other children and me out to collect the hail so that we could make ice cream. When iceboxes came into use we would buy a large block of ice from a man who would haul them for customers on a large, covered wagon drawn by a team of horses. He cut the thick ice off lakes and stored it to sell. The block of ice was put into the top of the ice box. If the weather was warm, the ice melted and the water ran down the pipe to a pan under the



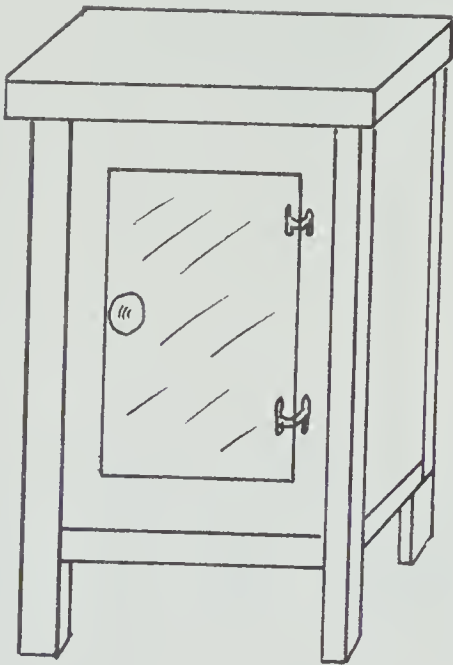
ice box. If mother forgot to empty the pan, there was a flood of water all over the kitchen. If she remembered just before the water overflowed the pan, it was very tricky to balance it all the way to the kitchen sink.

Garden vegetables, some fruit, and meat were preserved for the winter months as they came into season. Pickles took the place of salads in the winter. Sausages were made by grinding meats together. Fruit was turned into jellies, jams and conserves.

Baking bread and cakes could almost be considered an engineering feat with the large iron wood-burning stoves that were used. The fire had to be fed “just right,” and since the heat wasn’t thermostatically controlled, mother tested the temperature by putting her hand in the oven. Through experience, one soon learned the difference between a warm, hot and very hot oven. The ovens were so sensitive that if someone came into the room and made a loud noise of any kind, the cake would fall and be soggy.



Because of the abundance of eggs at hand, they were used daily in cooking and baking. One of our special occasion favorites was Angel Food Cake, which took almost a dozen large eggs to make. Boiled icing usually topped it off. This was made by separating the eggs, boiling sugar with water until it formed hair like strands and, finally adding this to the beaten egg whites with a whip.



---

## ANGEL FOOD CAKE

### Two Servings

100 mL

pinch

2 mL

1 mL

few drops

75 mL

100 mL

egg whites (left at room temperature for 2 hours)

salt

cream of tartar

vanilla

almond extract

sifted cake flour

sifted granulated sugar

### Six Servings

350 mL

1 mL

6 mL

5 mL

1 mL

300 ml

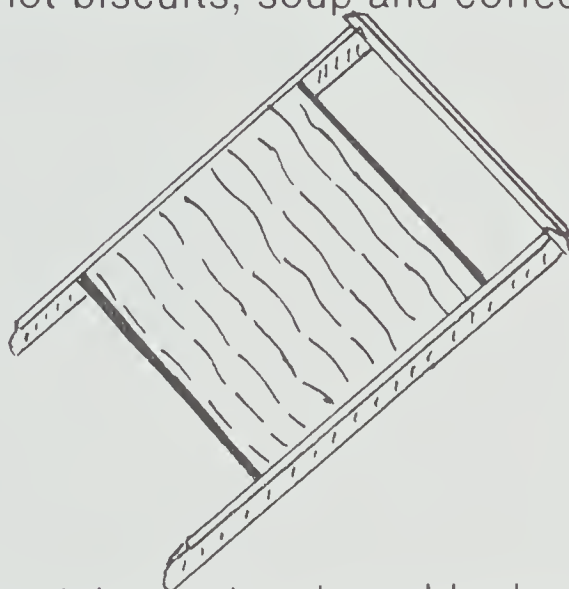
375 mL

1. Sift and measure flour. Add one-third of the sugar and sift together with flour, four times.
2. Into a large bowl, measure egg whites, salt, cream of tartar and flavoring. Beat with a flat whip until whites are stiff enough to hold their shape, but still shiny looking.
3. Sprinkle the remaining sugar in four additions over the whites, whipping them in each time. Sift about one-quarter of the flour-sugar mixture over the whites and fold in. Give each of the four additions about 15 strokes. After the last addition give 10-20 extra strokes.
4. Pour into an ungreased tube pan and bake at 190°C for 30 - 35 min. Cool, inverted one h and coax out of pan.



Special meals often meant roast turkey, dressing, vegetables, mashed potatoes, pudding and candy. However, everyday fare was meat, potatoes, probably two vegetables and a dessert (pies, puddings and stored fruits were favorites). Most families had the large meal at noon as people came in from their outside work at that time. If the men were too busy in the fields to come in to eat, hot biscuits, soup and coffee were taken out to them.

The kitchen was virtually an all-purpose room. Besides food being prepared here, the laundry was done regularly in the kitchen. The wash tub came out once a week. First the white clothes were put into the tub and left overnight to remove any stains. Then the clothes were put in a wash boiler which was put on the stove. The clothes were boiled for a while with soap pared



up with a knife. After this boiling, they were taken out and scrubbed on a corrugated glass washboard, rinsed in clear water, wrung out and hung outside on a line strung across the kitchen.

The lye soap used for laundry, and other cleaning needs, was homemade. Every spring, enough soap was made to last the year. Wood ashes saved during the winter were put into a barrel. Water was poured through the ashes and allowed to drain from a hole near the bottom. The brown liquid or "lye" which filtered through was then boiled in a large kettle with fats and grease saved from the year's cooking and butchering. The mixture was cooked slowly until it thickened into a soft, jellylike, yellow soap.

In smaller homes, the kitchen was also a bedroom. Small cots or boards were hinged to the wall and could be folded up during the day and let down at night. Furnishings were simple. The plain wood table was scrubbed spotless every week. It was surrounded by enough wooden chairs for the family and sometimes a rocking chair graced a corner of the room near the stove.



The kitchen was the family meeting place as the cozy fire drew them together. A friend once said, “There is nothing like a little fire for company.”

Well, I have rambled, but the past is filled with good, warm memories which have a tendency to overshadow the difficulties of those years. There is something about walking into an old-time kitchen that puts one's mind to wandering back to kitchens of times past.



## GET INVOLVED!

1. Go on a field trip to a “living museum-park” to see the bakery and houses; or visit your local museum to view their displays which trace the early settlement of western Canada.
2. Ask senior citizen’s into your classroom to speak to the class and to demonstrate some of their “old favorite” recipes.
3. Interview the old timers in your community and tour some of the older buildings to learn the history of the area.
4. Role play an average day in the life of your grandparents sixty years ago.

## Notes...

[illegible]

## Chapter Two...



## ETHNIC FOODS

---

**Home Economics Students  
Bishop Carroll High School  
CALGARY, Alberta  
Teacher: Betty Wolfe**

PHOTOGRAPHY:	Owen Williams
GRAPHICS:	Richard Wolfe
TYPING:	Cary Romman & Etta Smyth
HOME ECONOMICS STUDENTS:	Sandra Andrews Kathie Lewis Ainsley Wilding Ethel Allman Jean Nielson



From left to right: Sandra Andrews, Ainsley Wilding, Kathie Lewis.

If you had been in Calgary February 8, 9, and 10, you would have been very welcome to visit Bishop Carroll High School. You would have been swept into the spirit by the hospitality and displays shown throughout the school.

In the Foods Science Area there were demonstrations; Jewish, Russian, Chinese, and Malaysian to name a few.

During the eight weeks of Mosaic foods, students made a variety of ethnic dishes which normally would not be eaten by Canadians. Some of these foods were sold to students as taste experiences, but the rest were sold at a food festival for parents and visitors. At the food festival, 2868 servings were sold for 12¢ a dish. The food festival was a phenomenal success.

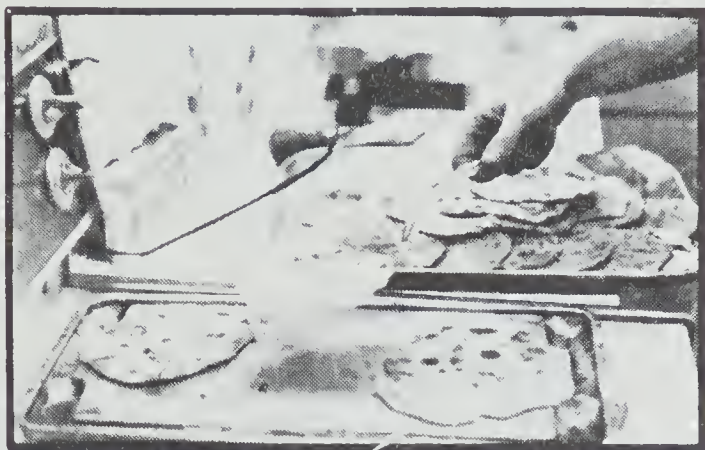


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# EAST EUROPEAN COOKERY

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In Eastern Europe, Russians are best known for their love of sour cream or smetana. Sour cream gives an exclusive character to all sauces and gravies. Soup is a main course in Russia, and is usually served with pirozhki or piroga. Black bread and dill pickles accompany soup and pastries. Soviet citizens also like veal, lamb, all kinds of poultry, as well as herring and salmon. For dessert, they have fancy layer cakes, the more elaborate the better.



---

## FLAT ONION BREAD

Two Servings:		Six Servings
30 mL	butter (only)	100 mL
40 mL	finely chopped onions	100 mL
50 mL	lukewarm water	175 mL
few grains	salt	pinch
250 mL	flour	750 mL
sour cream or grated cheese		

---

1. Melt 15 mL of butter in a skillet turned high.
2. Add onions. Reduce heat. Cook 3-5 min.
3. Cool at room temperature.
4. Melt the remaining butter in a skillet.
5. Pour into a large bowl. Add the water.
6. With a large spoon, stir in the onions, salt and the flour one portion at a time.
7. When it is sticky, gather it into a ball, then divide into pieces.
8. Shape into 5 cm balls. Roll them into circles.
9. Brown on a hot skillet in butter for 3 to 4 min.
10. If you wish, serve them with sour cream or grated cheese.

Hungarian cooking is famous for it's paprika flavored stew and meat dishes, particularly pork, cabbage dishes and the use of lard and sour cream. A tasty Hungarian bread is Babovka.

**BABOVKA**

**Two Servings**

0.3	yeastcake
5 mL	sugar
1	egg(s), separated
2 mL	vanilla
40 mL	lukewarm milk
40 mL	butter
40 mL	sugar
2 mL	salt
40 mL	blanched almonds
325 mL	flour to make a spongy dough

**Six Servings**

1
15 mL
4
5 mL
125 mL
125 mL
125 mL
5 mL
125 mL
1 L

- 1. Combine yeast, lukewarm milk and 15 mL sugar.
- 2. Set aside to rise.
- 3. Add enough sifted flour to make a spongy dough.
- 4. Allow it to rise again.
- 5. Cream the butter and sugar together.
- 6. Add the beaten egg yolks and continue to beat.
- 7. Combine creamed mixture with yeast.
- 8. Add flour, salt and vanilla.
- 9. Fold in stiffly beaten whites and almonds.
- 10. Allow to rise in a warm place until it is doubled in bulk.
- 11. Bake in 180°C oven for 45 min.



Ukrainians have developed their own special cuisine. Some Ukrainian culinary specialities drifted into Western Culture with altered titles.

Ukrainian dishes are neither highly spiced nor bland. Cooking skills are passed from mother to daughter as an essential part of her preparation for marriage.

Pirozhky are popular pastries with a filling. The names comes from an archaic word ‘pyr’ meaning a banquet. The pastry was a favorite at banquets in the olden days. Pirozhky are usually made of yeast raised

dough. For special occasions, short or puff pastry may be used with many different fillings. Fillings included dried peas, green onions, cooked meat, liver, cabbage, sauerkraut, mushrooms and cottage cheese.

---

PIROZHKI		
Two Servings		Six Servings
40 mL	flour	125 mL
	salt - a dash	
10 mL	chilled butter	30 mL
5 mL	chilled lard	15 mL
5-15 mL	ice water	20-40 mL

---

1. Combine the first four ingredients in a bowl.
2. With your fingers, rub the flour and fat together until the mixture is of coarse meal.
3. Add ice water a little at a time. Use only as much as needed to form a ball.
4. Form into a ball, wrap in waxpaper and refrigerate an hour.
5. Roll-out into a rectangle and fold it over three times lengthwise.
6. Refrigerate for another hour.

**Filling:**

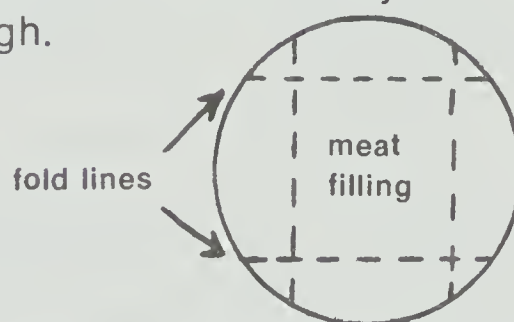
5 mL	butter	10 mL
50 mL	chopped onion	125 mL
40 mL	lean ground beef	100 mL
0.2	hard cooked egg	0.5
3 mL	dill leaves	10 mL
1 mL	salt	3 mL
few grains	pepper	pinch

**Preheat oven to 200°C.**

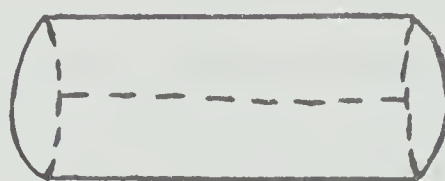
1. Over high heat melt the butter in a heavy 25 - 50 cm skillet.
2. Add the onions - stir occasionally.
3. Cook over moderate heat for 3-5 minutes or until soft and transparent, but not brown.
4. Stir in the beef, and mash the meat with a fork to break any lumps.
5. Cook stirring until no traces of pink meat remain.



6. Combine meat and onions in a large bowl with egg, dill, salt and pepper. Mix thoroughly.
7. On a lightly floured surface, roll the folded dough into a circle about 3 mm thick.
8. With a 10 cm. cookie cutter, cut out as many circles as possible.
9. Drop 8 mL of filling in the centre of each circle and flatten the filling slightly.
10. Dip fingers in water. Moisten edges of circle slightly with water so pastry will hold together when folded.
11. Fold one large side of the dough up over the filling almost covering it.
12. Fold in the two ends of the dough about 1 cm and lastly fold over the remaining large side of the dough.



13. Place the pirozhki side by side with the seam sides down on a buttered baking sheet.



folded pirozhki

14. Bake for 30 min. or until golden brown.
15. Serve with clear chicken or beef bouillion as an appetizer.

\*Pirozhki recipe converted from recipe of the same name in **Recipes: Russian Cooking, Foods of the World**, Time-Life Book, New York, 1969, P. 14.




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## H O L L A N D

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When we think of Holland we think of tulips and cheese. Dutch cheeses are sold the world over. From spring to fall the famous Alkmaar Cheese Market is held on Fridays. Porters parade down the market street in colorful hats, pushing carts filled with cheese.

Besides growing flowers and manufacturing cheese, the Dutch produce fruits, vegetables, grains and sugar beets. Rice, although not grown in Holland, is popular in Dutch dishes. Spices, such as nutmeg and cinnamon are also popular.

Meat is not eaten by the Dutch in large portions, nor are meat dishes served everyday. The Dutch method of pot roasting meats has led to the present day market for Dutch ovens.

Pineapples are not native to Holland but they help make a very tasty sweet called Dutch Pineapple Rings.



**DUTCH PINEAPPLE RINGS**  
(deep fat fryer)

**Two Servings**

- |            |                         |
|------------|-------------------------|
| 2-4        | slices of pineapple     |
| 10 mL      | flour                   |
| 15 mL      | egg, beaten             |
| few grains | salt                    |
|            | cinnamon or icing sugar |

**Six Servings**

- |       |
|-------|
| 6-8   |
| 30 mL |
| 1     |
| pinch |

- 
1. Mix flour, egg and salt.
  2. Dip pineapple in mixture and deep fry at 175°-190°C.
  3. Serve with cinnamon and/or icing sugar.



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**INDIA**

Foods vary from area to area in India. The dishes are spicy but not necessarily hot. Grain and vegetables are the staples. Very little meat is eaten, particularly beef because most of the Indian population is Hindu and to them the cow is sacred. Spices are the variety in Indian cooking, and as a result a very refined vegetarian menu has developed.

Westerners associate the word “curry” with the Indian cuisine. Indians would not associate their curry with the curry powder sold in stores in Canada. Curry, which probably comes from the word kari or takari in Indian, meaning sauce, varies according to the meat and vegetable it accompanies. A coconut milk curry is a molee, yogurt curry is a korma. A curry is also defined by its masala, the true basis of Indian cooking. Masala is a combination of hand ground spices that can be mild or strong, sweet or hot, subtle or straightforward depending on how they are used. Indian cooks are judged on their ability to prepare and use a masala; this is how they express their creativity and imagination.

Chutney is also a dish which varies. It depends on the imagination of the cook and the foods with which it is served. Chutney is a mixture of vinegar, fruits, and spices or a mixture of onions, coconut, yogurt, tomatoes, limes and potatoes.

Another Indian specialty which has many varieties is the kabab. We are most familiar with the shish kabab which is skewered meat. Kababs, however, can be made from vegetables, fruit, meat, seafood, or poultry. Pieces of the food are strung on a skewer and broiled, often over an open fire.



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## FRUIT KABAB

### Two Servings

1	apples cut in wedges
50 mL	canned mandarin oranges
50 mL	canned apricots
4	dried prunes
2	figs
150 mL	marmalade
25 mL	water
2	Kabab sticks (Bamboo*)

### Six Servings

4
200 mL
200 mL
12
6
375 mL
75 mL
6

- 
1. Drain all canned fruits and core the apples. Then slice each apple in six wedges.
  2. Place the fruit on the kabab sticks in the given order; fig in the middle - repeat.



\* Disposable bamboo sticks take the heat well, but metal shish-kabab sticks can be used for small quantities.

- 3. Dip in marmalade diluted with water.
- 4. Place under the broiler for 3 min. Spoon leftover marmalade on kabab. Broil for another 1 to 2 min.
- 5. Serve hot.



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## O R I E N T A L

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A good Chinese dinner is an abbreviation of a Chinese banquet which consists of thirty to fifty courses. The Chinese serve rice accompanying other dishes at meal-time. Popular Chinese dishes include meat and broth-like vegetable soups, egg dishes, plenty of vegetables often quick fried or steamed, and small portions of poultry, meat and fish.

Sweets in the Oriental diet, are limited by Western standards. It is not traditional in the Orient to serve sweets at mealtime. The Fortune Cookie, like Chop Suey, its savory counterpart, is not Chinese but North American. On festive occasions in China, sweet stuffed dumplings, steamed fruit in syrup, varieties of sweet soups, sweet meats and fritters are favorites.

Chinese egg rolls and spring rolls are filled with a mixture of chopped vegetables and meat or seafood and seasonings, then deep fried. The true egg roll dough is a thin-rolled tough pastry which is wrapped around the filling. The spring roll is made from a very thin pancake fried on a skillet.



### SPRING EGG ROLL

#### Two Servings

- 1
- 75 mL
- 2 mL
- 75 mL

- egg(s)
- all purpose flour
- salt
- water
- oil for deep fat frying

#### Six Servings

- 2
- 250 mL
- 5 mL
- 250 mL

- 
- 1. Beat the eggs - sift together flour, salt, and add to the eggs - alternately with the water to make a thin batter.
  - 2. Save a little batter to seal the edges.
  - 3. Heat a fry pan (moderately hot) and oil surface.
  - 4. Pour 25 mL batter in the pan to make pancakes 10 cm in diameter.
  - 5. Cook on one side only for 1 min. They will be slightly sticky on one side.
  - 6. Remove from the pan to a flat surface.

**FILLING:**

5 mL	salad oil	10 mL
5 mL	sesame seeds	10 mL
125 mL	ground beef	250 mL
25 mL	onion, finely chopped	75 mL
75 mL	sliced mushrooms	150 mL
300 mL	bean sprouts(drained)	600 mL
2 mL	salt	5 mL

1. Heat oil in the skillet, pour in sesame seeds and cook until brown and toasted.
2. Remove seeds from the pan.
3. Cook the meat and chopped onion.
4. Add the mushrooms, bean sprouts, salt and sesame seeds. Place 15 mL filling on each pancake. Press the edges together with the tines of a fork. Before serving, heat in oil in deep fryer at 190°C for 5 min. or until the crust is golden brown.

**PLUM SAUCE:** Strained baby food works well and make your own sauce from fresh or canned plums.



A popular method of Japanese cooking is broiling over a charcoal fire on the hibachi. Rumaki is enhanced when broiled in this way.

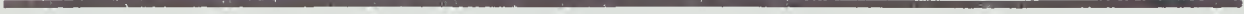


**RUMAKI**

**Two Servings**

**Six Servings**

125 mL	chicken livers	375 mL
75 mL	whole water chestnuts	200 mL
4-6 short	bacon slices	12-18
75 mL	soya sauce	200 mL
0.3	clove of garlic	1
0.3	dried hot red chili	1
2	fresh ginger roots	6



1. Fold the liver over the water chestnuts.
2. Wrap in bacon and secure with wooden picks.
3. Mix together soya sauce, garlic, chili and ginger roots.
4. Marinate the bundles in sauce for several hours.
5. Remove from marinade and place in a shallow pan, broil 5 to 10 min., turning once; or broil over hot coals on a hibachi.
6. Serve hot.

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## SCOTLAND

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Most Scottish cooking is simple. Their favorite dishes include herring, mutton stew, roast beef and roast lamb. They also eat high quality steaks from their country's Aberdeen-Angus cattle. Popular Scottish foods include haggis, kippers, oatmeal and salmon. Oatmeal is used in many Scottish dishes, including porridge and oatcakes, both of which are popular for breakfast.

Scots usually have a late afternoon tea consisting of tea, cakes and sandwiches and then eat dinner around 8:00 p.m. Some Scots have a meal called "High Tea" at about 6:00 p.m. It is a combined supper and tea meal.

A favorite sweet of the Scots, and one that is famous the world over, is Scottish taffy.

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### GRANDMOTHER'S SCOTTISH TAFFY

#### Two Servings

75 mL	corn syrup
175 mL	brown sugar
5 mL	vinegar
5 mL	vanilla
10 mL	butter (only)

#### Six Servings

250 mL
500 mL
15 mL
15 mL
30 mL

---

1. Mix corn syrup, brown sugar and vinegar in a large cast iron frying pan.
2. Place on high heat on stove and bring to a boil stirring constantly.
3. Add vanilla and butter, stir into other mixture - reduce heat.
4. Continue cooking and stirring until the mixture forms a soft ball when dropped into cold water or temperature of mixture reaches 115°C (about 15-20 min )
5. Pour onto a greased platter. Place in the refrigerator until cool, but not set. Remove from the refrigerator, grease hands with butter and pull taffy into strands until almost white in color.
6. Cut into small candies with greased scissors.





Children pulling taffy  
into strands



The three days of Canadian Mosaic were very successful. When people started wearing different cultural costumes, the mood began.

As a result of Mosaic Days people learned more about their backgrounds as well as others. In another way it brought the school community closer together.

In the Foods lab, though it was hectic at times, the students had fun. They were able to taste foods that were foreign to them, normally they would not have a chance to discover. On the whole, we must conclude that the Mosaic Days were successful. We were able to transmit the theme to the students and parents, which was the main objective.

Sandra Andrews

Kathie Lewis

Ainsley Wilding

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## GET INVOLVED!

1. Invite people who have recently come to Canada from foreign nations, to speak to your class about food in their home country.
  2. If you make a number of dishes from different parts of the globe, create a display which tells people at your school where each dish is from.
-



## Chapter Three...



Mennonites used this type of outdoor brick oven to bake their bread.  
Taken from "Steinbach: The Automobile City"

# **TRADITIONAL FOOD HABITS of the DUTCH-GERMAN MENNONITES**



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**Home Economics 301  
Garden Valley Collegiate  
WINKLER, Manitoba  
Teacher: Marge Nussbaum**



**Front Row Left to Right:** Deb Hamm, Hilde Ens, Frances Peters, Marge Olfert, Gwen Schaak, Ms. Marge Nussbaum;

**Back Row Left to Right:** Linda Enns, Sara Wiebe, Jess Wall, Linda Krahn, Deb Krahn, Ruth Klassen, Lyle Neufeld;

**Missing from Picture:** Deb Neufeld.

---

## **ACKNOWLEDGMENTS**

1. Development of Pictures: Dennis Kehler
2. Photography: Linda Enns, Marge Olfert
3. Salem Home for the Aged
4. Writing Consultant: Gary Hornung, English Instructor  
Pamphlet: "Steinbach: The Automobile City"  
Steinbach, Manitoba



For many individuals, the combination of a staid husky woman and her farm-laborer husband, brings to mind the European-Mennonite immigrant. Although typical Mennonite appearance has undergone radical change in the past two decades, our food habits are still quite similar to those of our great-grandparents. This we discovered through interviewing local senior citizens, as well as the teenagers of our collegiate. The food habits of the Dutch-German Mennonites bear a striking similarity to Russian cuisine. A brief historical survey indicated that this was indeed the case. Our ancestors emigrated from the Netherlands to Prussia in the late 1500's and from there to Russia in the late 1700's. From Russia they emigrated to Canada to the U.S.A. to avoid losing their religious freedom because of governmental pressures.



### **TYPICAL MEALS**

The noon meal was once the most important meal of the farmer's day. Due to the strenuous demands placed on the farmer, and with only horse power to assist him, a meal with a high satiety value was necessary.



This large table setting is typical of an old-fashioned Mennonite meal.  
Taken from "Steinbach: The Automobile City"

The noon meal is less emphasized today because Mennonite farms have become more mechanized, therefore the people need not expend as much energy at their jobs. The long farm day has also been reduced due to mechanized assistance.

The typical breakfast once was crackles (the fried remains of rendered lard) and porridge. Breakfast has now changed to cereal and toast, or bacon and eggs when time allows. The noon and evening meals have not changed substantially in content. The amount of food prepared may be considerably less, but the type of foods are still the same.

One interesting tradition of the Mennonite people is “faspa”, which is served in place of the Sunday evening meal or as an additional after-



Taste-testing was an integral part of our project.

noon lunch during the farmer’s busy summer season. It usually consists of fresh homemade buns, jams, pickles, cheese, beef sausages or other cold cuts. This meal is especially important in summer because it appeases the farmer’s appetite until supper.

Convenience foods have slowly subverted the traditional daily menus of the hard-working, mainly agrarian, Mennonite society. However, the majority of the food consumed is still traditionally “Mennonite.”



**SCHMAUNT FAT**

Schmaunt Fat is a light, flavorful gravy that is made simply from flour, cream, fat, and salt and pepper. Different thicknesses can be achieved by varying the amount of flour added.

Stir 15 mL of flour into a saucepan containing 30 mL of meat drippings (smoked sausage drippings are especially tasty) or melted butter. Brown, then add 250 mL cream and salt and pepper to taste. Bring these ingredients to a boil over moderate heat. Serve over Kielke, Vereniki, or potatoes.







There are as many recipes for borscht as there are Mennonites. Cabbage, carrot, beet, sauerkraut, and potato are popular types of borscht, to mention a few.

It is a favorite of Mennonites because it is easily reheated, which actually improves the flavour of the soup. Any kind of soup bone is used for the initial preparation of Borscht. The consommé is simmered with spices and chopped vegetables.

For a complete and typical Mennonite meal, Borscht is complimented by fresh buns, crackers, or roll kuchen.

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## CABBAGE BORSCHT

### Two Servings

100 g	beef shank
425 mL	water
2 mL	salt
25 mL	chopped onion
0.5	bay leaf
0.5	point of star aniseed
2 mL	parsley
2 mL	dill seeds
1-2	pepper kernels
500 mL	cabbage, chopped
1 small	potato, cubed
125 mL	canned tomatoes
	*cream

### Six Servings

250 g
1250 mL
5 mL
75 mL
1
1
5 mL
5 mL
4-5
1 small head
1 large
375 mL



1. Boil the beef shank in the water, covered, for about one hour.
2. Remove beef shank. Add the salt, chopped onion, bay leaf, star aniseed, dill, parsley, and pepper kernels. (Spices may be put into a spice cup or tied into a small piece of cheese cloth). Boil for another 15 minutes. Stir in the chopped cabbage and boil for 5-10 min. Add the cubed potato and boil until it is tender. Add the tomatoes and boil for 5 minutes.

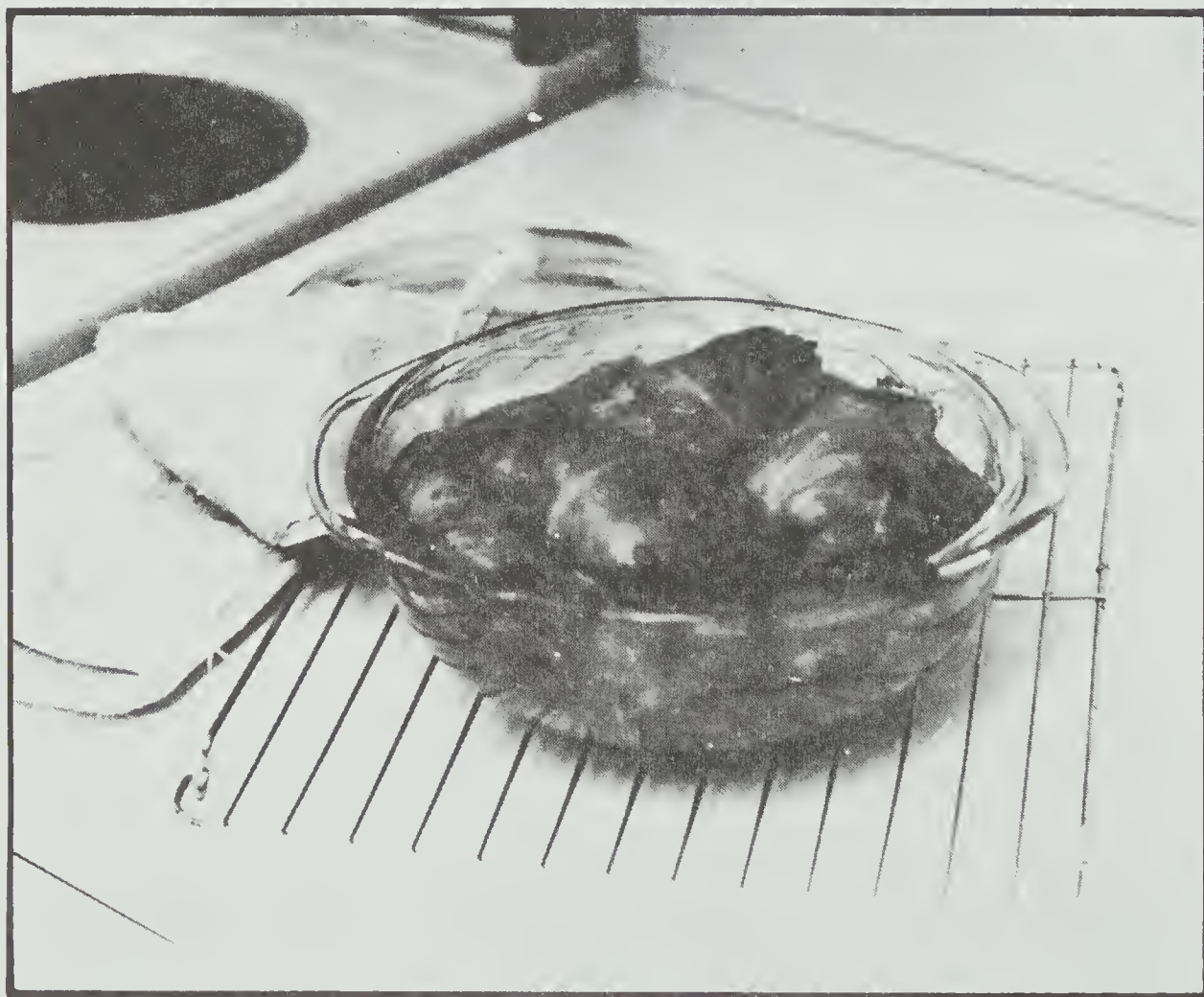
\*cream may be added when served.

Gwen Schaak  
Mrs. T. Schaak

Hilde Ens  
Mrs. Elizabeth Ens



Cabbage rolls are eaten either as the entire main course or with potatoes and other vegetables. In this case, the sauce serves as a gravy. The reheated leftovers are always eaten with as much relish the second time around. They are eaten more often in summer than in winter, due to the greater availability of cabbage in summer. Regardless, cabbage rolls are a special treat anytime.



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## HOLOPSCHI (Cabbage Rolls)

### Two Servings

about 4 leaves

100 g

50 mL

40 mL

75 mL

25 mL

cabbage

hamburger

cooked rice

chopped onion

salt & pepper to taste

tomato soup

water

### Six Servings

1 medium head

250 g

125 mL

1 small

175 mL

75 mL

---

1. Place cabbage in boiling water and peel off leaves as they become tender.
2. Brown onion in small amount of fat. Add hamburger and brown slightly. Add rice and seasoning. Blend well.
3. Place a spoonful of meat on cabbage leaves (amount determined by size of leaf). Roll up and secure with toothpick.
4. Place in a casserole dish. Pour soup and water over the cabbage rolls. Bake in 180°C oven for about 1.5 to 2 hours, or until cabbage becomes slightly browned.

Linda Enns  
Mrs. J. Enns



Kielke is homemade macaroni noodles which are often served as a substitute for potatoes. Leftover noodles may be fried the next day or may be used in homemade noodle soup. Kielke are cut by rolling out the dough and then cutting into squares. The squares are then cut into strips or noodles. Noodle machines are sometimes used for this purpose. It is convenient to make a large quantity of kielke because they can be dried and stored for later use.



Using a noodle machine  
to roll out dough.



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## KIELKE (Mennonite Macaroni)

### Two Servings

250 mL	flour
5 mL	salt
1	egg(s)
40 mL	milk

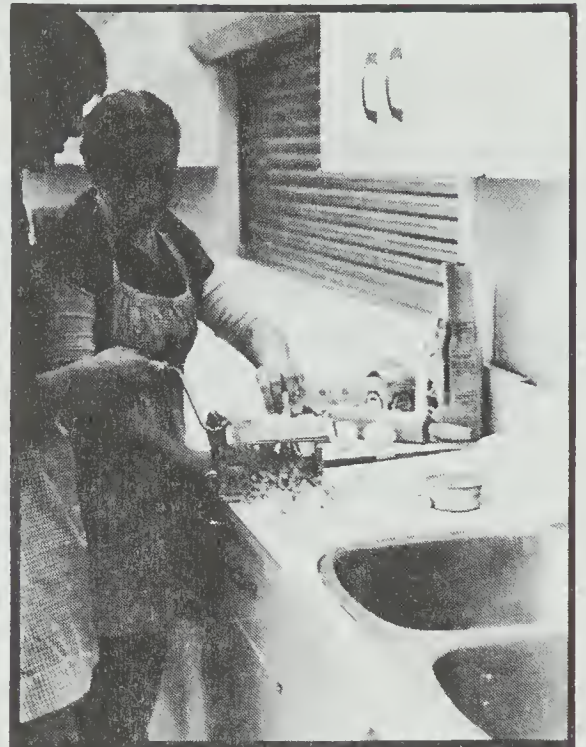
### Six Servings

750 mL
15 mL
3
125

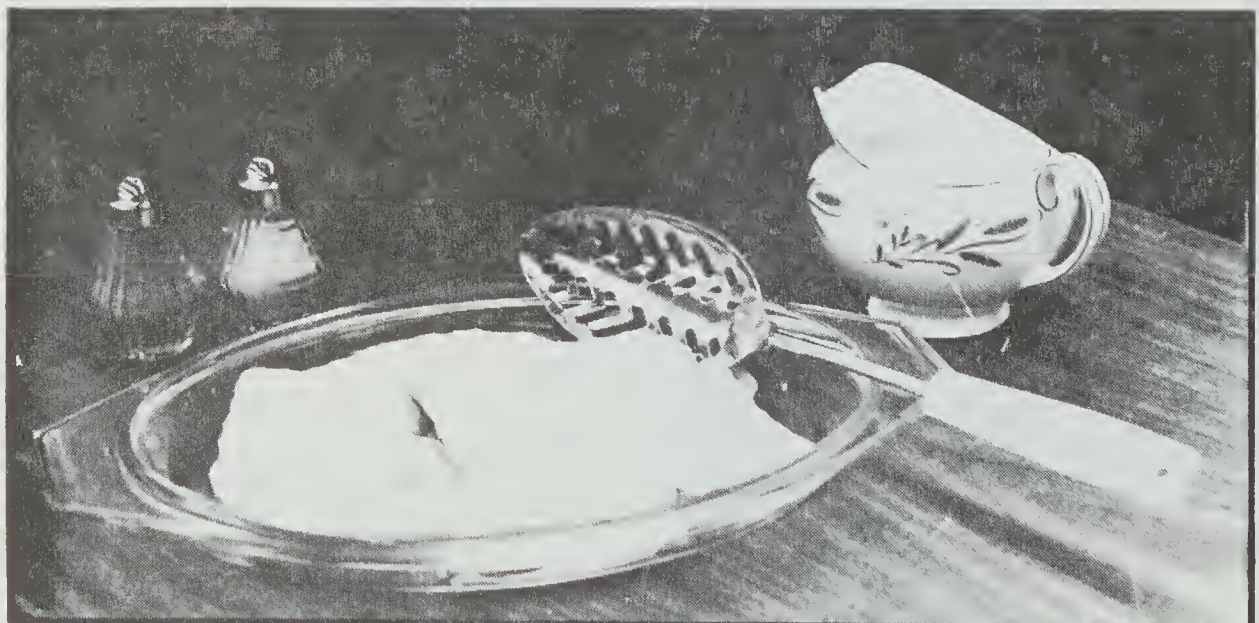
- 
1. Mix all these ingredients together to make a stiff elastic dough. Knead well.
  2. Roll out very thin (approximately 3 mm) and flour well on both sides.
  3. Cut in 5 cm strips and pile on top of one another, flouring well between layers. Then cut in narrow pieces or strips, 2-3 mm wide.
  4. Put in a large pot of boiling, salted water and cook macaroni for four minutes. Serve with Schmaunt Fat and browned onions or just onions browned in meat drippings.

Linda Enns  
Mrs. J. Enns

Putting the dough through a noodle machine a second time to cut the noodles.



Perishky, sometimes called fruit pockets, are a popular dessert. They are similar to individual servings of pie. Perishky may be filled with a wide variety of fruit, including apples, raisins, cherries, or chokecherries. They are delicious either hot or cold.





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## PERISHKY

### Two Servings

40 mL	flour
1 mL	baking powder
few grains	salt
15 mL	egg, slightly beaten
15 mL	cream
	enough additional flour to yield a smooth workable dough.

### Six Servings

125 mL
3 mL
pinch
1 small
40 mL

- 
1. Sift together dry ingredients. Add egg, cream, and enough additional flour to yield a smooth workable dough. Mix and knead.
  2. Roll out the dough to approximately 2 mm thickness. Cut into squares approximately 12 x 15 cm.
  3. Place 5 mL of filling in the centre. Take each corner and bring it to the middle. Press the edges together tightly so they won't open while baking.
  4. Bake at 190°C for 17 min, or until browned.

Deb Hamm  
Mrs. Jessie Hamm



Moos is a delightful combination of fruit and a thin pudding base that is traditionally served at Christmas time. It may also be served on other days of the year, especially on Sundays, as a side dish or as a dessert. Moos is prepared with a wide variety of fresh or home canned fruits, such as chokecherries, blueberries, bing cherries, or pears. A variation of moos called "Fruit moos" may be created with dried fruits such as prunes, raisins, currants, and apples. Both variations of moos may be served hot or cold.



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## PLUMA MOOS

### Two Servings

500 mL	water
40 mL	raisins
50 mL	mixed dried fruit
75 mL	bing cherries
25 mL	sugar
15 mL	flour
1 mL	salt

### Six Servings

1.5 L
125 mL
175 g
200 mL
75 mL
50 mL
2 mL

1. Wash fruit. Add warm water till barely covered and cook until the fruit is almost tender. Add the rest of the water.
2. Add enough water to the flour, sugar, and salt to make a medium paste. Slowly add flour paste to the fruit, stirring constantly. Cook until slightly thickened. Serve either hot or cold.

Gwen Schaak  
Mrs. T. Schaak



Vereniki are boiled dough pockets which can be eaten with meat or as a main dish. Cottage cheese is the most popular filling, but fruits such as plums, apples, blueberries, strawberries, or even rhubarb, are delicious in Vereniki. Vereniki are usually eaten with schmaunt fat (cream gravy), sour cream, fruit sauce, jam, or sugar. Leftover Vereniki are usually fried for a later serving.





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## VERENKI DOUGH

### Two Servings

25 mL	milk
15 mL	cream
1	egg white(s), beaten
few grains	salt
150 mL (approx.)	flour, to make a medium dough

### Six Servings

75 mL
50 mL
2
pinch
500 mL (approx.)

---

### Cheese Filling

175 g	cottage cheese (dry)	500 g
5 mL	cream	15 mL
1	egg yolk(s)	2
1 mL	salt	2 mL
pinch	pepper	1 mL

1. Mix dough in order given. Knead until smooth.
2. Roll out dough fairly thin (3-5 mm). Cut into 10 cm squares or circles.
3. Mix ingredients for cottage cheese filling in order given.
4. Put 25 mL filling into dough to make pockets. Seal tightly so filling stays inside pockets.
5. Put in a pot of boiling water and cook for approximately 4 min. Serve with schmaunt fat.

Frances Peters  
Mrs. C Peters

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## SHOPPING ....then and now

Shopping used to be the weekly or bi-monthly activity of the man of the house. The man did most of the shopping because groceries were bought in bulk and tended to be heavy. Most people purchased only staples such as flour, salt, sugar, coffee, tea, and spices. Most other essentials like meat, vegetables, eggs and milk were produced at home.

Luxuries, including fruit, molasses, cheese, nuts, honey, syrup, vinegar and brown sugar, were occasionally purchased or bartered for. Most people paid cash for the goods they purchased, though traditionally, trading was fairly popular among the Mennonite people. Often eggs, butter, and vegetables produced at home were bartered for goods which could not be made at home.

Today, this has changed. Except for garden produce, groceries (including meat) are usually bought across the counter. Likewise, bartering is a thing of the past.





Senior Citizens were a valuable resource when gathering information for our project.

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## USE OF LEFT-OVERS

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Mennonites are a practical people. This is evident in their use of left-over food. Usually, large quantities of food are prepared so they can be reheated for quick meals. Borscht and other soups improve in flavor when reheated. Added left-over vegetables often alter the taste and texture of the soup throughout the week. Meat may simply be reheated the second time around, made into casseroles or stews with left-over vegetables or used as cold cuts in sandwiches. Left-over potatoes are often fried, used in potato salads or mashed and made into pancakes. Sometimes, leftovers are fed to the pets.

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## GARDEN PRODUCE AND PRESERVING

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Since the time of our great, great grandparents, our ancestors have always grown most of their food. When the senior citizens of our community were our age, they tended extremely large family gardens. This is a tradition that has been passed down throughout the generations. In fact, most of the foods, methods of cooking, and customs we have today have been passed down from earlier generations. In these large gardens, which varied in size from one half to one acre, they grew much of the food they would need to last them throughout the winter. In their gardens, they grew vegetables such as potatoes, peas, beans, onions, radishes, beets, corn, cabbage, cucumbers, carrots, dill (a herb used to

make pickles), kohlrabi (a small, round, light green vegetable that tastes like cabbage), lettuce, parsnips, pumpkins, turnips, and rhubarb. They also grew fruits, including muskmelons, watermelons, strawberries, raspberries, plums, cherries, and apples. Many people also had a colorful variety of flowers in their gardens, ranging from petunias to sunflowers.

The majority of the produce from these gardens was canned. The people of our grandparents generation ate vegetables primarily in the summer. The vegetables they could keep for winter were often stored in a large ironstone crock that was kept in the cellar. Meat, pickles, some vegetables, such as peas and corn, and apples and raspberries were canned. Very few people froze their meat because they did not have freezers or refrigerators. Instead, meat was usually smoked, salted and then stored in a smoke house or outside building. Today, many of the people in our community freeze their meats, vegetables, and fruits. Canning produce is still fairly popular. A minority of the people in our community still preserve their meat via smoking. The plentiful harvest of garden produce that was preserved and the farm animals that were slaughtered for meat were the main sources of food for Mennonite families. This still holds true for the majority of Mennonite families living on farms. Many of the families living in town get some garden produce and meat from local farmers.



Preserving fruits and vegetables in this manner is still popular among the Mennonites.



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## SLAUGHTERING

---

Slaughtering hogs used to require villagers, helping each other. They would move from farm to farm, butchering as many as six hogs in one day. Today, relatives and close friends combine their efforts when slaughtering time approaches.

The procedure followed today is quite similar to that of twenty-five years ago. Early in the morning, a fire is lit in the “meagropen”, a cast-iron container used to heat water with which the carcass will later be scalded. The hog, with its throat slit to allow drainage of its blood, is then placed in a long trough and scalding water poured over it. Working with scrapers and knives, the butchers remove all of the body hair on the hog carcass. This completed, the head is removed and the hog is strung up by its hind legs to facilitate dressing. The belly is slit down the middle and the inner organs removed. The heart, liver, and sometimes the small intestines are saved. The intestines, once cleaned out, are used for sausage casings.

Next, the hog is halved by cutting down the backbone. The halves are then carried to two long tables for further dismemberment, the removal of the shoulders and haunches. The sides are cut off about two centimetres from the backbone, which is then sawn into four centimetre widths for pork chops. The shoulder meat is put through a meat grinder, seasoned, and reground. Once completely cooled, this ground meat is used to make sausages.

Any fat not used for bacon, is also put through the meat grinder, and boiled for two or three hours in a meagropen. The cracklins are screened off, and the liquid poured into containers and allowed to cool as lard. The hind legs are salted and hung to cure for three weeks. Bacon sides are smoked but not salted.

Little of the animal is ever wasted. The pig’s knuckles are pickled; the brains, ears, tongue, flesh from the head, and the tail becomes head cheese; the kidneys are fried; the liver and heart are used in the sausages.



The food habits we have described are the results of the historical pilgrimage of the Dutch-German Mennonites. Persecuted for their religious beliefs, they could never establish permanent homes. Hence the thrifty nature of Mennonites became an acquired habit. Little was left to waste in any facet of their lifestyle.



Taken from "Steinbach: The Automobile City."

A Dutch Mennonite windmill harnesses the wind to grind the grain into flour.

Yet while practical, their menus were never bland or unimaginative. Mouth watering Cabbage Rolls, savory Borscht, steaming Vereniki, golden-brown Perishki, homemade Kielke, and fruit laden Moos are a few examples of the creative Mennonite cuisine.



## GET INVOLVED!

## Discussion Questions:

1. How do the Mennonite food styles compare to your own?
2. Summarize, in your own words, how to go about slaughtering an animal.
3. How does your family get your meat?
4. How many meals do you eat per day? Which is your main meal? Why?
5. Do the Mennonite's methods of preparing food make efficient use of their resources?
6. Identify the various methods of preservation. What are the advantages and disadvantages of each method?
7. Were recipes included in this project nutritionally adequate for the lives of the Mennonites? Are they adequate today? Does the food you eat meet your own nutritional needs?
8. How did the following factors affect the food habits of the Dutch-German Mennonites?
  - a. history
  - b. activity level
  - c. values.

### Activities:

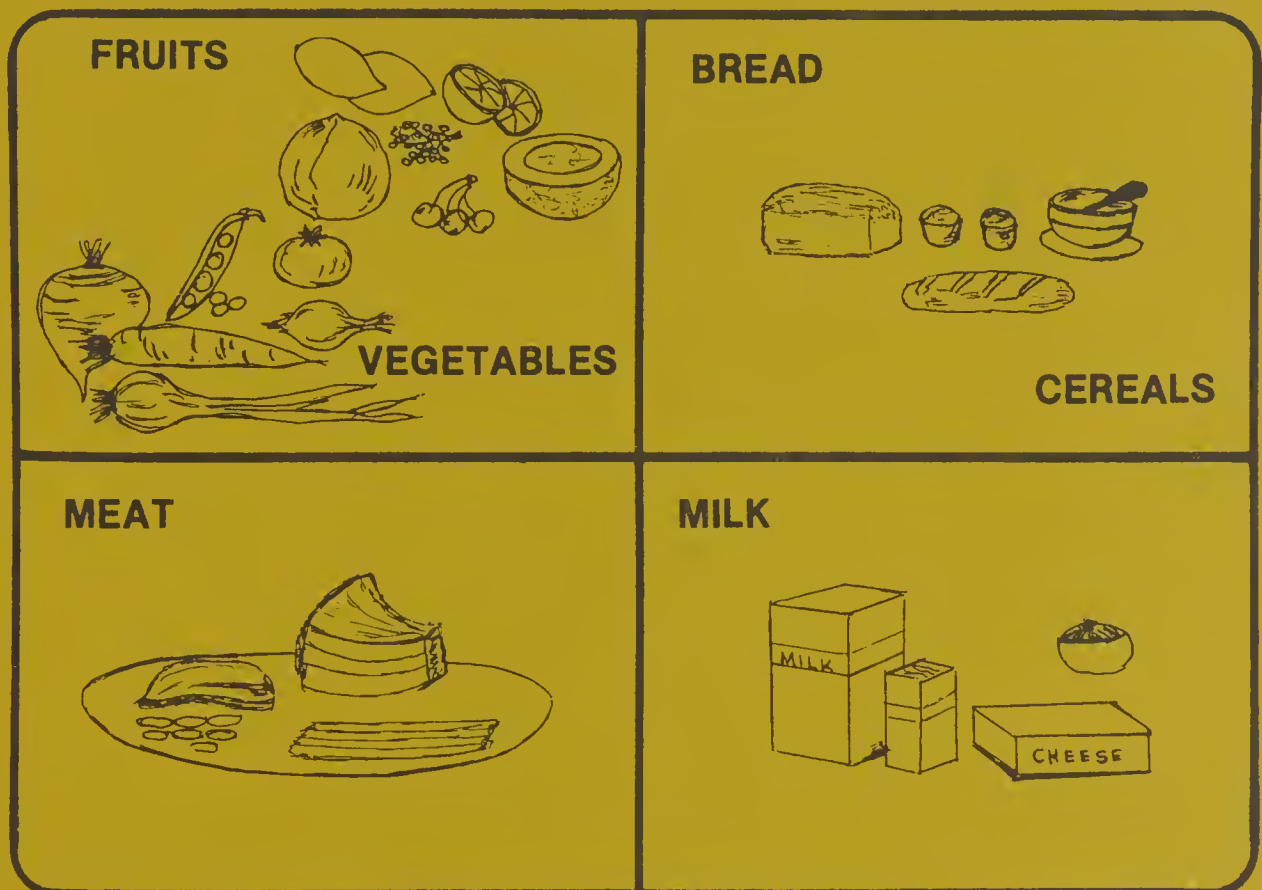
1. Take a field trip to a slaughter house.
2. Interview Senior Citizens in your community to discover what their food habits were in the past.



## Notes...

[illegible]

## Chapter Four...



**STUDENTS BECOME  
NUTRITION TEACHERS**



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**Nutrition Research Option  
Fairview Junior High School  
CALGARY, Alberta  
Teacher: Norrine Ross**



**Back Row:**

**Patty Shaw, Jody Mantle, Laurena Reimer, N. Ross**

**Second Row:**

**Gerry Hill, Kim Davis, Lana Tumbas, Karen Dreldiger**

**Front Row:**

**Mary Cole, Darlene Helghes, Eve Politt**

Many of the students in our school either do not know what they should eat, or do not care. We decided to try to change that. We choose Nutrition Research as our “B” Option. This class, like all the “B” Options in our school, runs for a quarter of the year, and lasts for eighty-five minutes one afternoon weekly.

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### **OUR PROBLEM...**

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For our Nutrition Research project, we decided to concentrate on breakfast because it is one meal which is often skipped, yet is probably the day’s most important meal. We felt that we might have more influence on younger children than on junior high students so we asked the teachers of the grade four classes in our school for their co-operation in finding six children to be our “guinea pigs”. Our aim was to improve the eating habits of these students by serving them tasty, nutritious breakfasts and by going to their classrooms with skits, games, and lessons about nutrition.

---

### **SELECTION OF OUR “GUINEA PIGS” OOPS! - WE MEAN SUBJECTS.**

---

To select the children who would be invited to eat breakfast with us, we distributed a Breakfast Survey sheet to the classes. It asked the following questions:

- Did you have anything to eat this morning before leaving for school?
- Do you usually eat breakfast? If not, why?
- What did you have for breakfast this morning?

We sent home a letter explaining our purpose, and had the parents sign it to show that they approved. Six grade four students were able to participate in our experiment. Our class ate with these children and we included ourselves in the experiment.

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### **OUR RESEARCH METHOD or “NUTRITION RESEARCHERS BECOME NUTRITION TEACHERS.”**

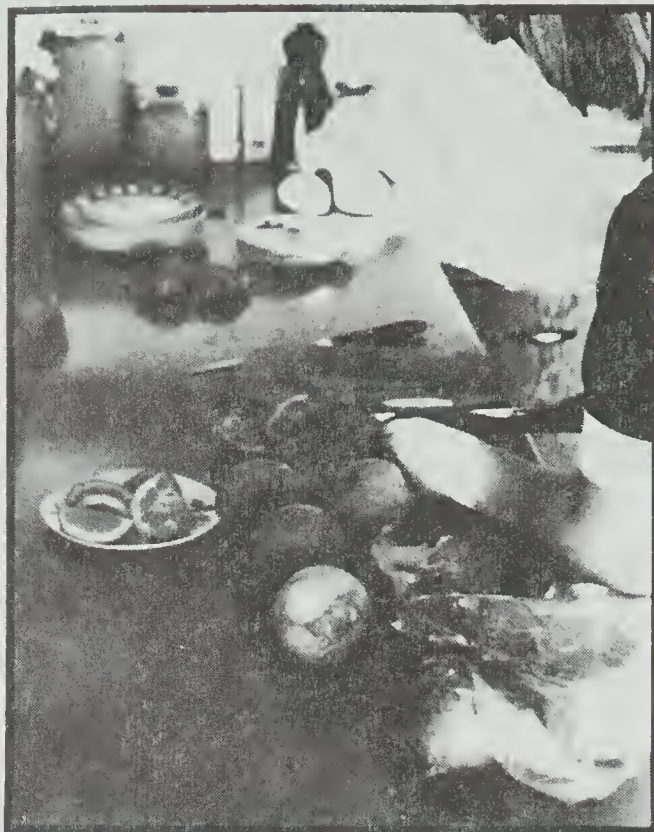
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During our regular classtime we planned and practised skits, games, and lessons, and then presented them in the elementary classrooms. We also planned the menus and converted recipes. Our menus featured foods from all four major food groups. We tried to pick recipes which would be popular and easy to make. We wanted the children to be able to take some responsibilities for getting their own breakfasts. When the children began asking for recipes, we knew we had it made! Foods in our menus which took a long time to prepare, were cooked after school the day before they were to be served.





**“Now is that 125 mL of sugar?”**



**“Slicing several dozen oranges takes time!”**

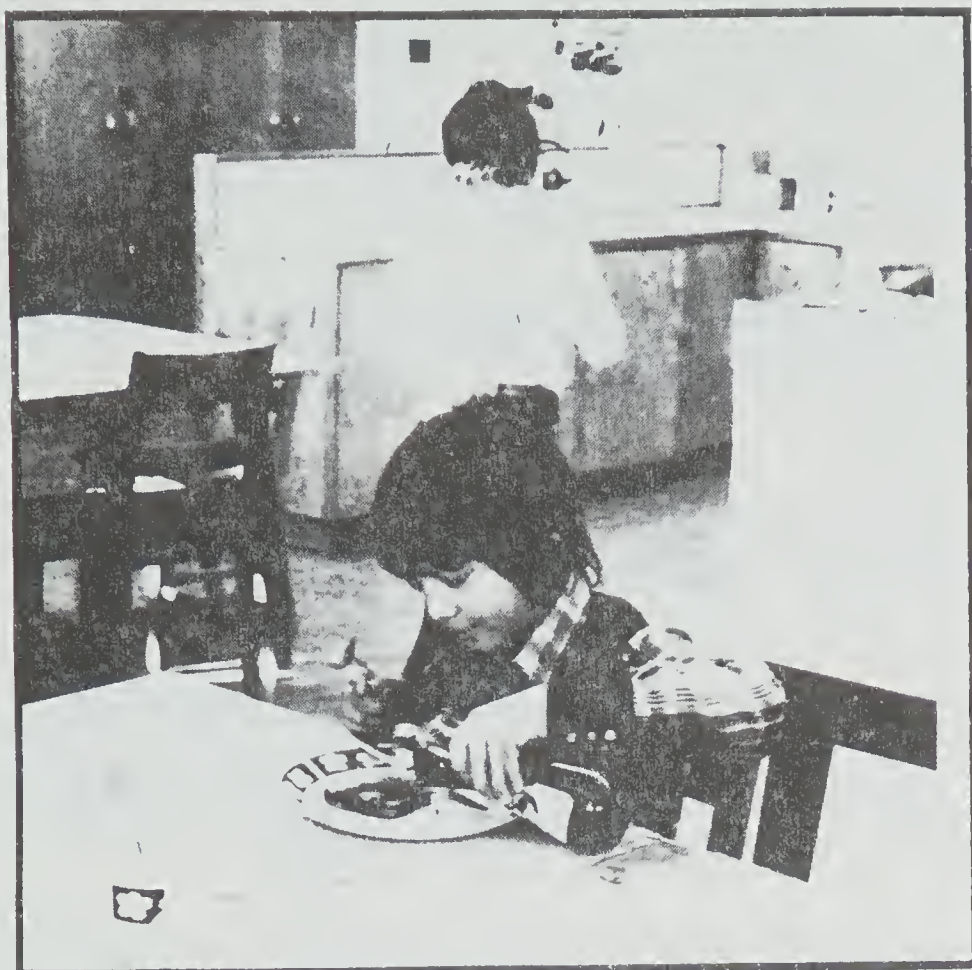
In the morning, we really had to be organized to prepare the rest of the food, serve, eat, and clean up in less than an hour.



**“That breakfast is worth getting up for!”**

The grade four's weren't asked to help, but after the first week, they came as early as we did because they wanted to pitch in. They liked beating and stirring, and setting the table. Too bad they didn't like washing dishes as much!





"I didn't know that metric cooking could taste so good!"

We prepared breakfast for the six grade four students and ourselves one day a week for five weeks. To keep the classmates of our test group happy, we sent along recess treats of peanut butter-honey balls. They were useful prizes for our games as well.

We studied booklets showing what happens to people who skip breakfast, or eat a skimpy meal. We used these ideas to fashion a skit in which the heroine is the breakfast eater who knows all the answers at school, and is a cheerful ray of sunshine.

The cast exaggerated a lot and the audience got so involved that some of them were waving their hands wanting to give the right answer which those junior high "dummies" couldn't provide.

Here is our skit....

## **"BETTER BREAKFASTS EQUAL BETTER LEARNERS"**

**SETTING:** A typical Alberta Home, and classroom

**TIME:** Wake-up Time; about 7:30 a.m.

**CHARACTERS:** Mother, Mary, Jason, Patty, Sara, Teacher



## Scene One:

**Mother:** (Calls loudly) Children, it's time to get up. Rise and shine. I'm cooking a delicious breakfast for you.

**Mary:** I'll be down in a minute. I just need a couple minutes more sleep. (Rolls over and sleeps again)

**Jason:** (Snoring loudly)

**Patty:** Don't cook any for me, Mom. You know I don't want to get fat.

**Mother:** But this won't make you into a fatty, Patty. Just have a glass of orange juice, unsweetened, and a poached egg on toast. If you don't want cocoa, you can have 2% milk. You'll be nice and full, but you won't gain an ounce.

**Patty:** No, I don't want breakfast. I'll just grab a doughnut and pop on the way to school.

**Mother:** Silly girl. She'll end up with more calories and will be hungry. Besides, all she is getting is fat and sugar, and that sure won't do a thing for her skin or teeth. If she keeps that up, she **will** be "Fatty Patty", and she'd better not blame her breakfast.

**Jason:** Good morning, Mom. I'm in a rush for early basketball practice, so I'll skip breakfast today. Besides, I don't feel like eating. I never feel like having anything before noon. But boy am I ever starved then. I can really dig into chips and stuff then.

**Mother:** Jason, of course you don't feel hungry in the morning. Just as you've trained your muscles to play basketball, you've trained your poor stomach not to expect anything to eat till lunch. So when you try to eat on your way out, it naturally isn't ready. But such a long time between meals means your body is running low on energy, so a little later you really want to eat, and from the sound of it you eat the wrong things.

**Jason:** Maybe that's why the coach has been giving me a bad time lately. He says I'm not fast enough and that I seem to tire out after a few minutes. Well, I can't stop now. But how about giving me an apple to eat on the way, and one of

those bran muffins. I can take a minute to drink a glass of milk. Say, I could even eat a hard boiled egg as I run to practice. Bye, Mom.

**Mother:** Mary, breakfast is ready. Get down here quickly; and Sara, I forgot to call you. But then, as soon as you can smell breakfast cooking, your nose seems to waken you.

**Sara:** Good morning, Mom. Does my nose tell me we're having cocoa today? You know how I love something hot. May I have two poached eggs, on whole wheat toast, but go light on the butter please. Since I don't want to be too full, I'll take my orange and save it for recess.

**Mother:** I just love cooking for you Sara. It doesn't matter what we have, you seem to enjoy it.

**Sara:** Come on, Mom. That's just because you're such a good cook. Could we have pancakes tomorrow since it's Saturday?

**Mother:** You bet, but run along now so you won't be late. Oh horrors, where's Mary? Wouldn't you know it, she's still asleep. (Sings) Mary, Mary will you get up, will you get up, will you get up? Mary, Mary will you get up, early in the morning.

**Mary:** Mom, why didn't you call me sooner. Now I'm going to be late again, and naturally I don't have time to eat.

**Mother:** Seems to me I've heard that excuse before! No time to eat. Wonder where you can buy a bed that shakes a person awake on time. Why hasn't science thought of that?

**Mary:** Cook a big supper, Mom, because I don't have time to make myself a lunch, so I'll really be starving.

**Mother:** Bet she has one of her stomach aches again today. First it growls, trying to tell her "feed me," then when she finally does, it gives her cramps. Too bad she doesn't get the message that all that food at once is too much, and should be spread out over the day. (Looks in the mirror) Oh dear, another grey hair. Do you suppose I'm getting them from worrying about my children's eating habits?



## Scene Two:

**Teacher:** Good morning class. Let's begin with some arithmetic facts. Mary, how much is four times four?

**Mary:** Eight

**Teacher:** I said four **times** four, not plus.

**Mary:** Oh, I guess I'm not really awake yet. Sixteen.

**Teacher:** Correct. What is the sum of six, nine, and twelve?

**Sara:** Twenty-seven.

**Teacher:** Very good. Jason, what is nine times eight divided by twelve?

**Jason:** Six

**Teacher:** Have you been studying? You don't usually get answers so fast.

**Jason:** Maybe it's because I ate some breakfast today. Usually by now I'm all worn out from basketball practice. But today I seem to feel different.

**Teacher:** You could be right. Patty, what are you doing?

**Patty:** Just asking Sara if she's got a chocolate bar or some candy. I'm starved.

**Teacher:** Why don't you eat breakfast then?

**Patty:** But I don't want to gain weight. I eat only two meals a day.

**Sara:** Yes that's true. But she eats a bunch of snacks too, and they are always junk food, the kind full of calories but little food value.

**Teacher:** Well, snacks are fine. But they should be things such as fruit, raw vegetables, or foods that are full of vitamins and minerals. Why don't we play a game. It may teach us something to help us in all subjects. It's called "Build A Meal."

Jason, will you please give each person four food pictures by dealing them out. Put the rest of them in a pile, face-up. The idea of the game is that each person, in turn, discards a food and picks one up from the pile. The first person to get a meal which has foods from each of the four food groups is the winner. You must have one from the **MILK** group. That would include such foods as cheese, milk pudding, yogurt, and ice cream. The second group is **FRUITS** and **VEGETABLES**. The third is **BREAD** and **CEREALS**, and includes foods such as rice, macaroni, or those made from grain. The final group is the **MEAT** group which also includes eggs, fish, poultry, cheese, baked beans, nuts and pea soup. If you aren't sure which group your food belongs in, look at the poster or ask me. If you get a food which is mostly sugar or fat, you can "junk it," and pick again. Okay. Let's start.

**Class:** Is there a prize?

**Teacher:** You bet. I have a plastic bag full of carrots and celery sticks.

**Sara:** This game is much like "Yummy-Rummy."

**Teacher:** That's right; but it's even better because it's free. The Dairy Council sent us the food models we are using as picture cards.



After we presented the skit and played "Build A Meal" with the grade four classes, we held discussions about eating breakfasts made from all four food groups. The elementary students were eager to tell us what they ate for breakfast. Following the discussion we presented each class with a big colorful poster. The posters, which we made of course, showed a variety of breakfasts from the traditional to the "far-out." This "why should we eat breakfast?" lesson went over so well that the children wanted us to come back. For a follow-up, we played games like "Soup's On" and "Yummy Rummy" to help us teach the children what we should eat for other meals and for snacks.



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## HOW WE COLLECTED OUR RESEARCH DATA

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Our research consisted of comparing the results of a quiz given to the students the day before our series of breakfasts, then each day that we fed them breakfast and again at the end of the breakfast series. The children were asked what they had eaten that morning, how they felt and what they had learned. The teacher was asked to check off four statements which described how the child appeared to be learning and behaving. The questions were to be answered during the hour before lunch, a time at which the results of little or no food might be expected to show up.

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## OUR RESULTS or “WHAT WE LEARNED WHILE BEING TEACHERS”

---

From our study we learned a lot. We discovered that on the days when we served breakfast, the students did feel and learn better. We learned that eating habits can be influenced by education and example. We also learned that it’s fun to teach younger children. We think that this age group is probably where additional nutrition teaching would be most valuable.

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## SOME OF OUR BREAKFASTS

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Here are three of our breakfast menus...

<b>Breakfast Menu I</b> Half Grapefruit Granola Egg Nog	<b>Breakfast Menu II</b> Fresh Orange Wedges Scrambled Eggs Oat Muffins Cocoa
<b>Breakfast Menu III</b> Banana-Orange Shake Grilled Cheese Sandwich	<b>Recess Snack</b> Peanut Butter-Honey Balls

and here are some of recipes for you to try.....

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## GRANOLA

### Two Servings

175 mL	slow-cooking rolled oats, large flake if available
40 mL	wheat germ
75 mL	flakes Coconut
10 mL	shelled sunflower seeds
10 mL	sesame seeds
40 mL	chopped nuts
few grains	salt
5 mL	milk
40 mL	oil
25 mL	liquid honey

### Six Servings

500 mL
125 mL
200 mL
25 mL
25 mL
125 mL
1 mL
15 mL
125 mL
75 mL

---

Preheat oven to 150°C. Combine dry ingredients. Add milk, oil and honey, stirring until combined. Spread on a baking sheet about 1 cm thick or slightly less. Bake in oven about 20 - 30 minutes until browned, stirring 2 or 3 times. Cool. Store in tightly covered container. Eat as a snack, or serve with milk as a cereal.



---

## EGG NOG

### Two Servings

500 mL	milk
2	medium eggs
1 mL	salt
40 mL	sugar
2 mL	vanilla
	nutmeg

### Six Servings

1.5 L
5
3 mL
125 mL
7 mL

---

Combine all ingredients except nutmeg in blender. Blend well. Serve ice cold in a glass topped with nutmeg.





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# OAT MUFFINS

Two Servings

Six Servings-16 Muffins

75 mL	buttermilk (or reconstituted powdered buttermilk)	250 mL
75 mL	oatmeal	250 mL
75 mL	flour	250 mL
2 mL	baking powder	5 mL
1 mL	baking soda	3 mL
1 mL	salt	3 mL
15 mL	beaten egg	1
15 mL	melted margarine	50 mL
40 mL	raisins	125mL
40 mL	chopped dates	125 mL
10 mL	orange rind	rind of 1 orange
75 mL	brown sugar	250 mL

---

Preheat oven to 200°C. Grease bottoms only of cups in muffin tin. Let oatmeal stand in buttermilk for 10 minutes. Sift together flour, baking powder, soda, salt and brown sugar. Stir fruit and peel into dry ingredients. Separately combine egg and cooled, melted margarine, then stir in buttermilk mixture. Make a well in centre of dry ingredients and pour in wet ingredients all at once. Stir just until moistened. Spoon mixture into muffin cups two-thirds full. Bake about 20 min.



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# BANANA-ORANGE SHAKE

Two Servings

Six Servings

225 mL	milk	650 mL
75 mL	orange juice	250 mL
1	large banana(s)	3
10 mL	honey	25 mL
15 mL	egg	1
few grains	cinnamon	1 mL
few grains	nutmeg	pinch
2 mL	vanilla	5 mL

---

Combine all ingredients in blender. Blend well. Serve ice cold.



---

# PEANUT BUTTER-HONEY BALLS

Two Servings

Six Servings

75 mL	honey	250 mL
75 mL	peanut butter	250 mL
125 mL	powdered milk	375 mL
125 mL	sesame seeds, toasted	375 mL
75 mL	coconut	250 mL
* breakfast cereal (optional)		

---

Toast sesame seeds in 180°C oven until golden brown. Heat honey and peanut butter in a saucepan and stir until combined. Stir in powdered milk and remove from heat. Add coconut and sesame seeds. \* If desired, add dry breakfast cereal, such as bran flakes or cheerios, to extend recipe. Roll into balls and chill. If desired, roll in sesame seeds.



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# GRILLED CHEESE SANDWICH

For each serving:

Place a slice of cheese between two pieces of bread. Butter bread on outside. Fry on medium-hot heavy griddle till bread is golden brown and cheese is melted.



# GET INVOLVED!

1. Together with your classmates, act out the skit “Better Breakfasts Equal Better Learners.” Then make up your own nutrition skit. You may want to show why lunch is important, or what the right kind of snacks are. Make your skit full of action. Put your skit on for other classes in your school, or for a kindergarten or elementary class. You can change your dialogue to suit your audience.
2. Write the Dairy Council for their food models, or make your own by cutting out pictures from magazines. Use them to play the “Build a Meal” game, make up your own games, or use them for bulletin board displays.
3. Serve breakfast to your teachers. Perhaps you could do this on a Teachers’ Professional Development Day so there would be time later for clean-up.



- American School Food Service Association, 4101 E Illiff, Denver, Colorado, 80222.

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## **Chapter Five...**



# **FOOD IN THE COMMONWEALTH**



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## FOOD SCIENCE 20 CLASSES

J.R. ROBSON SCHOOL

VERMILION, Alberta

Teacher: Carol Selte



Left to Right

Back Row

Kathy Eyben, Carol Buchanan, Susan Howard, Janice Thomsen, Irene Pearman, Kathy McCrae

Front Row

Georgette McLane, Tracy Moore, Lillian Whitford

Missing: Joyce Lysons



Left to Right

Back Row:

Sandra Wilson, Mona Dekker, Laverne Lamport, Cathy Roebuck, Darlene Cook, Joanne Kochan, Lexie Coburn

Front Row:

Joanne Sharek, Laurie Barlow, Heather McLane, Lori Eyben, Shannon Shepard

Missing: Diane Waltze

1978. Edmonton. What is significant about the two? The Commonwealth Games. This was the spark that ignited the interest in our project. We saw this as an excellent opportunity to study about the countries which participated in Canada's Commonwealth Games.

The students of our Food Science 20 class were enthusiastic. The work began. Numerous hours were spent writing to embassies in Ottawa, interviewing individuals, researching books, articles, and writing to relatives to collect information for the project. We appreciate the contribution of individuals in the community and relatives who provided the most meaningful aspect of our research.

The practical part of the project generated interest. We experimented with the recipes, using new cooking methods, tools and utensils. We also experimented with ingredients which are not often used in our meal preparation at home.

It was an exciting venture to discover the lifestyles, food habits and meal preparation of the people and compare the differences and similarities with Canada. It certainly has given us a greater awareness of how cultures influence our food habits.



## TRINIDAD & TOBAGO



There are two distinct ethnic groups in Trinidad; the East Indians and the Negroes. People of other nationalities and races, chiefly Spanish, Chinese, Portuguese, and Whites live on the Islands as well. The food habits and customs of these people are influenced by religious beliefs and cultural celebration.

Carnival is a major celebration in Trinidad. It takes place just before the fasting of Lent. Carnival actually originated during colonial days with the French Catholics. Festivities now are far more elaborate and grand than the celebrations of Colonial days. Parading in lavish costumes, dancing, drinking and eating are activities which continue through the night.

There is no visiting done during Carnival Days. People eat at the Carnival where such foods as Indian fritters, beef stewed in tomatoes, chicken caramelized with brown sugar, chunky potato curry, cakes, and candies covered with coconut, sugar and honey are always available.

In Trinidad, fresh fruits and vegetables are available all year round. Refrigerators are not common and fruits and vegetables are sold daily at the markets as they are harvested. Fruits grown locally include papayas, mangoes, pineapples, bananas, citrus fruits, forbidden fruit and various plums.



Fruit and vegetable market in Trinidad. (Photo courtesy of Trinidad and Tobago High Commission, Ottawa).

The national dish of Trinidad is pelau which contains chicken, fish or meat cooked with rice.



---

# CHICKEN PELAU

## Two Servings

400- 500 g  
15 mL  
5 mL  
1 mL  
5 mL  
2 mL  
0.3  
3 mL  
3 mL  
250 mL  
100 mL  
5 mL  
5

Chicken  
oil  
salt  
black pepper  
curry powder  
thyme  
bay leaf  
dried chives  
sugar  
cold water  
rice  
butter  
almonds, roughly chopped  
fresh tomato (optional)

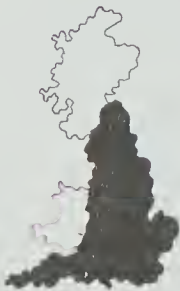
## Six Servings

1  
45 mL  
15 mL  
3 mL  
15 mL  
5 mL  
1  
10 mL  
10 mL  
750 mL  
300 mL  
15 mL  
15

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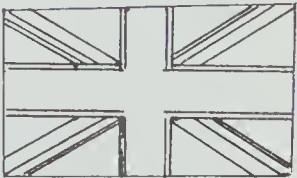
- 1. Cut up chicken into bite-size pieces.
- 2. In a heavy pan heat oil.
- 3. Brown meat in oil
- 4. Add seasonings and sugar (the next 7 ingredients), and cold water.
- 5. Heat to a boil, then simmer, tightly covered, for 30 min.
- 6. Add rice and continue simmering, covered, until rice is cooked (30-45 min.). Test rice for doneness, it should be tender to chew. No water should remain, so care must be taken to prevent burning. If some water remains, remove lid and simmer for a few minutes to evaporate liquid.
- 7. Add butter and almonds.
- 8. Serve on a heated plate, garnished with fresh tomato wedges.

● ● ●



# GREAT BRITIAN

## ENGLAND



The English eat a fairly substantial breakfast meal. Popular breakfast foods include porridge with eggs and sausages, kippers, herrings in oatmeal, grilled kidney or cod roe with potato cakes, and smoked had-dock poached in milk and butter. In England the breakfast table is not complete without toast and marmalade.

The largest meal of the day is traditionally eaten at noon. The English dinner usually consists of homemade soup, meat, potatoes, and one or two additional vegetables. Stewed fruits with soft custard and tart lemon sauce over steamed pudding are favorite dinner desserts.

The English are well known for their afternoon tea. Tea, which is usually served from from 3:45 to 4:30 p.m., includes light sandwiches or dainties and biscuits (which we call cookies) and a strong cup of tea. In Northern England a heavy tea, which we might refer to as supper, may be served around 5:30 to 6:30 p.m. Popular supper dishes are scrambled eggs with baked beans, macaroni with cheese sauce, and eggs baked in tomatoes.

---

## EGGS BAKED IN TOMATOES

Two Servings		Six Servings
2	firm tomatoes (large)	6
1 small	clove garlic, minced	1 large
	salt and pepper	
2	eggs	6
5 mL	tomatoe puree	15 mL
10 mL	double cream	30 mL
7 mL	grated parmesan cheese	25 mL
2	slices of bread	6
15 mL	unsalted butter	45 mL
5 mL	olive oil	15 mL

---

1. Cut the tops off clean, dry tomatoes with a sharp knife.
2. Carefully scoop out the pulp with a spoon and sprinkle the inside of the shells with salt and minced garlic. Turn the tomatoes upside down to drain for 30 minutes.
3. Break an egg carefully into each tomato shell keeping back as much as possible of the white. Season with salt and pepper. Blend the tomato puree with cream and spoon gently over the eggs. Sprinkle each with a little grated parmesan cheese.
4. Put tomatoes in a fire-proof dish and bake near the top of a preheated oven at 180°C, for 15-20 minutes or until the eggs have set.
5. Meanwhile, cut the bread into rounds. Heat the butter and olive oil in a pan and fry the bread until crisp and golden brown on both sides.
6. As soon as the eggs are set, arrange one tomato on each round of bread and serve at once.



Sunday dinner traditionally consists of a beef or lamb roast with boiled or roasted potatoes, a vegetable usually cabbage, Brussel sprouts or cauliflower which grow well in England’s climate and if the roast is beef, Yorkshire pudding, a popover-type batter cake baked in fat from

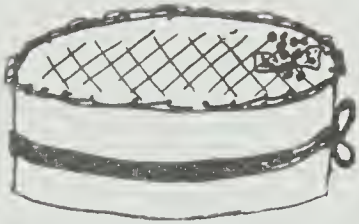


the roast. To finish off the meal, a fruit pie with hot custard sauce is served.

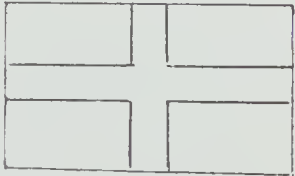
English cooking is very plain. The English like roasted and grilled meats and use fewer spices and sauces than do other Europeans. Their tea is usually strong and generally served with milk or cream. Chutney and sauces are popular. They are usually homemade with an apple or tomato base. High consumption of chocolate and other candy remains a notable feature of English eating habits.

Christmas is the biggest celebration of the year for most English families. Turkey is the highlight of the Christmas dinner. Its popularity is partly a result of the classic English sausage and chestnut stuffings, which may date from medieval times, and the accompanying sauces. Traditionally served with the turkey are potatoes, either plain or roasted, Brussels sprouts cooked with chestnuts, bread sauce, spiced cranberries, and gravy or port wine sauce. The traditional Christmas pudding is surrounded in a blue haze of flaming brandy and served with brandy butter and/or cream. Mince pies, crystalized fruits, dates, figs, and nuts, and port round off a Christmas dinner to remember.

Before Christmas, the traditional Christmas cake, which contains lots of fruit, is prepared and put away for a couple of months to age. A week or two before Christmas the cake is glazed with an apricot baste and an almond paste is then applied over the top and the sides of the cake. The paste is left to dry for three days, then a Royal icing is spread over all the cake and is used to decorate the cake in a simple trellis pattern. A ribbon is often applied as the final touch to complete this traditional recipe.



**NORTHERN IRELAND**



Irish cooking is not complicated. The basic methods of cooking used by the Irish involve boiling, roasting and grilling on a spit. Both literature and legend make frequent reference to such culinary equipment as the bronze cauldron, a large kettle used for boiling.

The Irish often begin their main dinner meal with a simple soup of meat juices. The juices are drunk from the same cuach or hooped cup which will be used afterward for beer, ale or milk. The meal which follows characteristically consists of lamb or mutton, potatoes, and soda bread. A salad might have been prepared from watercress, sorrel, which are plants with sour juice, or young dandelion leaves. Vegetables, likely harvested from the family garden are usually boiled.

Apples, wurtle-berries or perhaps elderberries, either dried or crystalized in honey, might be served in a dessert. People who live near the sea may, instead of garden vegetables, be serving edible algae.

Lamb or mutton, which is the meat of older sheep, is most often used in the famous Irish stew, although kid is sometimes used as well. Irish Stew is cooked in an earthenware pot and served with pickled red cabbage. The potato, which is the other major ingredient in Irish Stew, is the main stay of the Irish diet. Potatoes were introduced in Ireland in the sixteenth century and have since become the staple of the nation. This dominance is reflected in recipes such as Potato Pancakes.

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POTATO PANCAKES		
Two Servings		Six Servings
2	potatoes peeled	6
2	eggs	6
30 mL	flour	100 mL
15 mL	olive oil	45 mL
5 mL	salt and pepper	15 mL

---

1. Sift together flour, salt and pepper.
2. Grate potatoes with a medium grater. Mix with flour mixture.
3. Add eggs, one at a time. Beat together to form a rough puree.
4. For each pancake, fry 15 mL of the mixture in a hot fry pan greased with olive oil. Spread the mixture quickly with a spoon into thin ragged shapes. Fry until crisp on both sides. Serve hot with cold beet slices.



Soda bread is a filling, biscuit-like loaf. Many Irish people still cook soda bread over a peat fire. This, they claim, imparts a special flavor to the soda bread. An excellent variety of soda bread can be cooked in the oven.

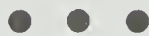
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IRISH SODA BREAD		
Two Servings		Six Servings
250 mL	sifted flour	750 mL
50 mL	sugar	175 mL
5 mL	baking powder	15 mL
2 mL	soda	5 mL
2 mL	salt	5 mL
125 mL	currants or raisins	375 mL
15 mL	eggs	2
175 mL	buttermilk	500 mL
10 mL	melted shortening	30 mL

---



1. Sift first five ingredients together. Stir in currants and raisins.
2. Combine eggs, buttermilk and shortening.
3. Add liquid mixture to dry ingredients. Mix just until flour is moistened.
4. Turn batter into a greased loaf pan. Bake at 180°C for approximately one hour. Remove bread from pan immediately.

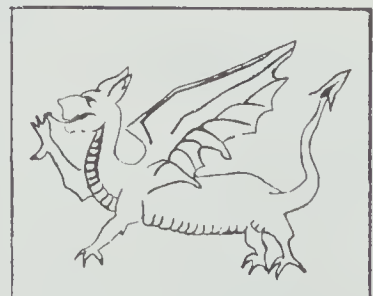


The major crops grown in Ireland include potatoes, oats, sugar beets, turnips and flax. The flax fibres are used to make the snowy white linen for which Northern Ireland is so well known. Flax grows well in Northern Ireland's warm, damp climate. Barley is grown for one of Ireland's greatest industries, the brewing of beer. Stout, a malt beer, ranks among Ireland's best known exports.

The superstitions of the Irish people have led them to be famous for their stories of ghosts and leprechauns. One of Ireland's most famous customs is the kissing of the Blarney Stone. It has been said that this custom originated with a king of Munster who was given a spell by an old woman whom he had saved from drowning. The kissing of a stone on the top wall of the castle was to have given him an eloquent speech, heartwarming to all he met.



## WALES



Most Welsh cooking is simple. The people like roast lamb, roast beef and mutton stew. Their most famous dish is called Welsh Rarebit. It consists of melted cheese and butter mixed with beer and served on toast. Some really tasty Welsh foods include salmon from the Welsh rivers, and "bara laver", a vegetable dish made from seaweed.

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## WELSH RAREBIT

### Two Servings

125 mL	cheese
3 mL	butter
5 mL	Worcestershire sauce
3 mL	dry mustard
5 mL	flour
25 mL	milk or beer
2	slices of toast
1 mL	salt
few grains	pepper
2 mL	parsley

### Six servings

375 mL
7 mL
15 mL
7 mL
15 mL
75 mL
6
3 mL
pinch
6 mL

---

1. Grate cheese into a saucepan and heat gently until it melts. Add the other ingredients and mix well.
2. Spread over the toasted bread and place under the grill until brown. Instead of precooking the cheese mixture, the grated cheese and seasonings can be mixed with enough milk to give a spreadable mixture and piled on the toast and then heated under the grill.
3. Garnish with parsley and serve at once.



Oatcakes have been an important item in the diet of Welsh country people. Years ago the oatcake mixture would have been rolled out very thin on a board and then set to cook on the bakestone. Now the cake is usually cooked in a thick frying pan called the bara curch. The oatcake is spread with butter and then washed down with buttermilk.

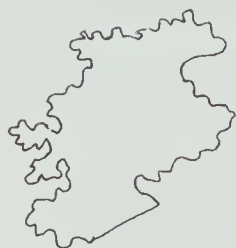
The leek is the traditional vegetable of Wales. Kidneys are prepared fairly often as they are inexpensive and easy to cook. Small jars of mussels and cockles are Welsh favorites found in most food stores.

The school children do not take lunch to school because a two-course, full, hot meal is served in the schools at a minimum cost. This helps to ensure that the children get the nutrition they require each day. Free milk is served to each child in school at 11:00 a.m. daily.

The Welsh people do not consume as much “junk” as we do here in Canada. Most of their foods are very high priced as they have experienced severe inflation in recent years. Stews and casseroles are popular dishes because they are economical as well as hearty and nourishing.





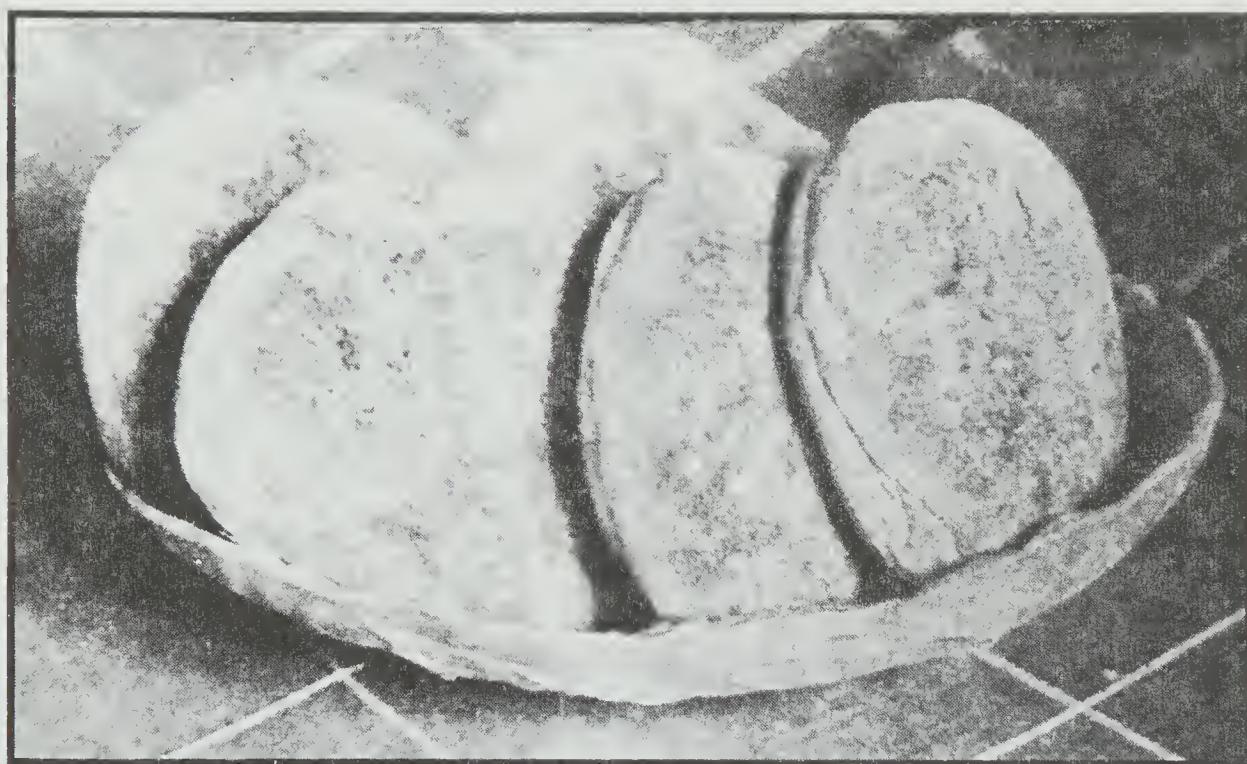


## SCOTLAND



Scots are known for consuming a very substantial breakfast. They consume a considerable amount of bread in the form of a soft breakfast roll called Bap. The Scots drink a lot of tea, especially on winter mornings.

Oatmeal porridge is thought to have been invented in Scotland, and the breakfast sausage to have originated in Aberdeen, Scotland. Dundee has been noted for its marmalade which is said to have been introduced to Scotland in the 16th Century by the French cook of Mary, Queen of Scots.



**Scottish Bap, a soft breakfast roll.**

Porridge is traditionally eaten without sweetening. Some Scots consider it an insult to pour milk over porridge. Instead, spoonfuls are dipped into a bowl of milk.

A speciality of the Scots which has also become popular here in Canada is what we refer to as Scotch Broth. Scotch Broth is a thick soup made of mutton or beef, vegetables and barley.

The restaurants in Edinburgh are famous for their teas which may be served with tea bread, cakes, scones, shortbread and many assortments of jam.

Scotland is noted for an almost limitless variety of cakes. Apple dumplings are a favorite. In the recipe below, apples are baked in a pastry very similar to Scottish shortbread.

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# APPLE DUMPLINGS

## Two Servings

20 mL  
25 mL  
15 mL  
3 mL  
25 mL  
pinch  
single recipe  
2

butter, softened  
dark-brown sugar  
fresh lemon juice  
finely grated lemon peel  
dried currants  
ground cinnamon  
Short Crust Pastry  
large, firm tart cooking  
apples  
water  
sugar  
Whipped Cream

## Six Servings

50 mL  
75 mL  
50 mL  
10 mL  
50 mL  
1 mL  
double recipe  
6  
  
  
30 mL

- 
1. Prepare Short Crust Pastry and chill.
  2. Use approximately one fifth of the butter to grease a baking sheet.
  3. Cream the remaining butter and brown sugar together until light and fluffy. Beat in lemon juice, lemon peel, currants and cinnamon. Set aside.
  3. On a lightly floured surface, roll out the Short Crust Pastry to a thickness of 0.5 cm. With a sharp knife, cut the dough into 20 cm rounds. (A pot lid makes a good guide.)
  4. Peel and core each apple, and pack each cavity with about 30 mL of the currant mixture. Place the apple in the centre of a pastry round and bring the pastry around it, twisting the edges tightly together at the top.
  5. Arrange the dumplings, seam up, on the baking sheet, and bake in the middle of the oven at 190°C for 20 minutes. With a pastry brush, moisten the tops of the dumplings with water and sprinkle each one with 5 mL sugar. Return to the oven and bake for 5 to 10 minutes, or until the sugar is glazed and the pastry golden. Serve at once with whipped cream.



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# SHORT CRUST PASTRY

## Two Servings

50 mL  
15 mL  
15 mL  
pinch  
7 mL  
35 mL

unsalted butter  
lard  
flour  
salt  
sugar  
ice water

## Six Servings

100 mL  
30 mL  
375 mL  
1 mL  
15 mL  
75 mL



1. In a large, chilled bowl, sift together flour, salt and sugar.
2. With a pastry blender or 2 knives, cut butter and lard into flour until they look like coarse meal.
3. Pour two thirds of ice water over the mixture all at once, toss together lightly and gather dough into a ball. If dough crumbles, add remainder of water.
4. Dust pastry with a little flour and wrap in wax paper. Refrigerate at least one hour before using.

## ADDRESS TO A HAGGIS

On national occasions, such as Robert Burns Day, and when Scottish regiments hold Hogmanay (New Years Eve) celebrations, a traditional pudding called haggis is served. Haggis is a white and black pudding which is made from the heart, liver and lungs of a sheep or calf, minced together with oatmeal, suet, onions and seasonings. This whole mixture is boiled together in the stomach of the animal. At the banquet, before dinner is served, the Haggis bearer parades the Haggis ceremoniously into the hall while the bag-pipes play. The host then slits the Haggis open and repeats a salutation to Haggis written by Robbie Burns.

Fair fa' your honest, sonsie face,  
Great chieftain o' the puddin-race!  
Aboon them a' ye tak your place,  
Painch, trip, or thairm:  
Weel are ye wordy of a grace  
As lang's my arm.

The groaning trencher there ye fill,  
Your hurdies like a distant hill,  
Your pin wad help to mend a mill  
In time o' need,  
While thro' your pores the dews distil  
Like amber bead.

His knife sae rustic labour dight,  
An' cut ye up wi' ready slight,  
Trenching your gushing entrails bright,  
Like onie ditch;  
And then, O what a glorious sight,  
Warm-reeking, rich!

But mark the Rustic, haggis-fed,  
The trembling earth resounds his tread,  
Clap in his walie nieve a blade,  
He'll make it whistle;  
An' legs, an' arms, an' heads will sned  
Like taps o' thrissle.

Ye Pow'rs, wha mak mankind your care,  
And dish them out their bill o' fare,  
Auld Scotland wants nae skinking ware,  
That jouns an luggies;  
But, if ye wish her gratefu' prayer,  
Gie her a Haggis!

By  
Robert Burns

Following the Haggis ritual, the dinner is served



# INDIA



India is a land of many contrasts. This is true of the food of India. The North has a variety of dishes which are mostly mild flavored. The Southern dishes are very hot and spicy.



To the left is a picture of a dish called Roghan Josh which is a very rich mutton curry. It is cooked in yogurt and flavored with ginger and a harmony of spices.

(Photo courtesy of Indian High Commisssion, Ottawa).

Rice is a staple food in some areas of India, while in other areas, chapatis, a wholemeal bread, is the daily food. Indian vegatarian cooking is unique. It includes such things as barthas (purees), bhajis (fried vegetables), bhajias (fritters) and vadas (crisp rissoles of lentils and peas), home-made bread with spiced vegetable fillings and rich sweetmeats made with vegetables and fruits.

Many Indians eat with their fingers, even at formal meals, using the right hand only. When eating rice and curry, many prefer to use a dessert spoon or fork. Rice is served first in the centre of the plate and then various curries are placed around it. Kofta Curry is a typical spicy meat dish which is served with rice.

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## KOFTA CURRY

### Two Servings

100 g	beef or lamb
40 mL	onion, finely chopped
0.3	small clove garlic, crushed
pinch	fresh ginger root, finely grated
2 mL	fresh green or red chilli, finely chopped
7 mL	chopped fresh coriander
1 mL	salt
1 mL	curry powder
1	egg(s), well beaten
	oil for deep frying

### Six Servings

300 g
125 mL
1
1
5 mL
20 mL
3 mL
3 mL
2

---



1. To make Koftas, mix first 8 ingredients.
2. Form into balls.
3. Dip Kofta balls into beaten eggs and deep fry at 190°C until golden brown. Drain on paper towelling.

## Gravy

Two Servings		Six Servings
8 mL	oil	25 mL
75 mL	medium onion, finely chopped	1
0.3	clove garlic, finely chopped	1
3 mL	fresh chopped ginger root	10 mL
75 mL	cold water	225 mL
1 mL	turmeric	3 mL
1 mL	curry powder	3 mL
1 mL	chilli powder	3 mL
0.5	tomato(es) chopped	1.5
1 mL	salt	3 mL
1 mL	lemon juice	3 mL
3 mL	fresh coriander or mint	10 mL

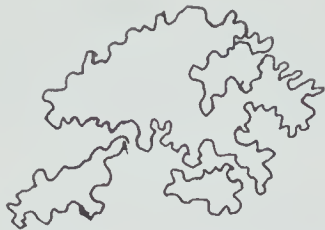
4. To make gravy, heat oil in a heavy saucepan. Saute onion, garlic and ginger until soft and golden.
5. Add half the cold water, turmeric, curry and chilli. Cook, stirring for 2 min.
6. Add tomato, salt, remainder of water and lemon juice. Cook, stirring for 5 min.
7. Add Kofta balls. Cover and simmer for 20 min. or until gravy is thick. Add chopped coriander or mint for last 5 min.



Pictured is the Pan which marks the end of an Indian Meal. It is a mixture of lime, betel nut and spices folded together in a betel leaf and secured with a single clove.  
(Photo courtesy of Indian High Commission, Ottawa)



An Indian market displays a variety of fruit, including custard apples, bananas, papayas, and sweet lines.  
(Photo courtesy of Indian High Commission, Ottawa)



## HONG KONG



The Chinese meal is like a buffet. Rather than eating large portions of one or two foods, they eat very small portions of many different dishes. All ingredients in the dishes are cut into small pieces. Platters of all the different foods are shared around the table. Each person has his or her own bowl of rice and is expected to eat something from all the dishes in the center of the table. Chopsticks are used to pick up food from a small bowl held close to the mouth.



Due to the number of dishes served, the Chinese are able to achieve a pleasant sensory variety in their meals. They serve spicy dishes with bland foods, and pale with richly colored foods.

Water is not normally drunk at the table. It is a Chinese tradition to serve tea at the end of every meal. Soup is usually served as a beverage. Light soups are often sipped throughout the meal. Cornstarch thickened soups may be presented separately in the middle of the meal. Meat is usually served with vegetables and the quantity eaten is small.

The basic seasonings used to obtain the subtle flavor, characteristic of Chinese cooking, are light and heavy soy sauce and seasoning powder. Guy Chow Fan or Chicken Fried Rice, has all these flavorings.

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### GUY CHOW FAN (Chicken Fried Rice)

#### Two Servings

15 mL	peanut oil or lard
1 mL	salt
15 mL	eggs, well beaten
100 mL	cooked chicken diced
100 mL	bean sprouts (optional)
25 mL	onion (chopped)
2 mL	seasoning powder
3 mL	light soy sauce
250 mL	cold cooked rice
50 mL	fresh scallions, chopped fine
2 mL	heavy soy sauce
pinch	pepper

#### Six Servings

50 mL
3 mL
1
250 mL
250 mL
75 mL
5 mL
10 mL
750 mL
125 mL
5 mL
1 mL

---



1. Mix salt with peanut oil in hot skillet or cast-iron dutch oven. Add eggs and fry 1 min. or until firm.
2. Add chicken, bean sprouts, onions, seasoning powder and light soy sauce; mix well and fry 2 min.
3. Add rice and scallions, well mixed. Fry and keep stirring for 4 min.
4. Add heavy soy sauce and pepper and mix well. Serve hot.

The major Chinese celebration is the New Year's Festival. This is the time when families get together at home, and each child receives a new toy. On New Year's eve the entire family gathers around a big feast which is supposed to last until daybreak. Firecrackers are set afire all night long. New Years Dinner consists of a variety of pork dishes, red-cooked carp and a number of side dishes of vegetables.



## **EAST AFRICA**



## **TANZANIA**

Tanzania is the largest of East Africa's three major nations. English and Swahili are the country's official languages.

We found the ancient tribal family traditions and food habits of the Tanzanians very interesting. Men and women ate separately. The men were served first. Often the women put their food on the fire only when the men had been served. Meals were taken outside or indoors. Men squatted around the pots, eating with their hands. The women also sat on the ground, around the pots, but half turned away, legs out-stretched and crossed. When there were tables and chairs, the oldest member and the guests used the chairs, while the others stood around the table.

Before the meal began, hands were washed. Water was poured over the hands by one of the children or, for the men, by the house wife. Among some tribes those who offered the water knelt down while doing it.

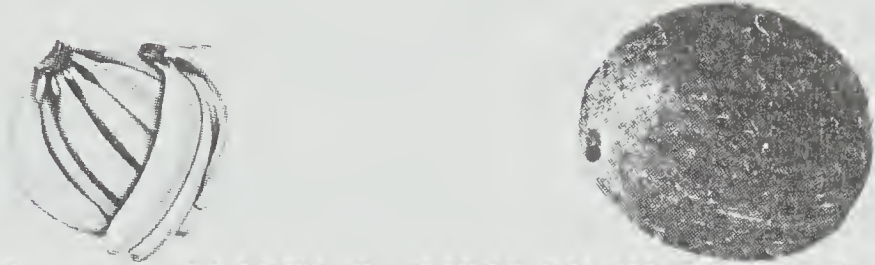
Meat or fish, when available, was divided by the father or a young son for the group of males and the mother or elder daughter for the females. The father was first to take food, then the guests and then the others. The main food was taken with the right hand, rolled into a small ball, dipped in a sauce, and then eaten. When there were vegetables or meat, these also were pressed into similiar little lumps.

During the meal one could drink water, but as a rule it was drunk after, while rinsing the mouth. The water used for rinsing was spat out. Belching was permitted, even appreciated during the meal in some tribes.

Among other tribes it was acceptable to belch when the meal was over, but one should turn aside slightly. Eating too quickly or commenting on the food was impolite. It was proper for the head of the household only to make remarks. Yawning and stretching and spitting were not forbidden in the presence of company. After the meal, hands were washed again.

In Tanzania today it is more popular for the entire family to eat together. Normally, however, groups are formed, men together and women together, the small children with their mothers.

The basic diet of the East African people dates back hundreds of years. It consists of millet-meal, sorghum (a juice from sargo stems containing sugar and starch),bananas, milk. Corn has since been introduced and has become a basic part of the diet. Coconuts are prevalent. Meat is eaten seldom, even though East Africa is the greatest game area on earth. Cattle are raised and used for the milk they provide.



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## COCONUT & BANANA PUDDING\*

### Two Servings

### Six Servings

5 mL	unsalted butter or margarine	15 mL
1	egg(s)	3
10 mL	sugar	30 mL
75 mL	coconut milk (see #1 below)	250 mL
1 small	ripe banana(s)	2 medium
175 mL	finely grated fresh coconut	500 mL

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For the six serving size of this recipe, purchase one coconut. A fresh coconut is full of liquid. Shake it before buying to test for fullness. If the coconut doesn't have liquid, or if the dark "eye" spots are wet or moldy, the coconut is probably spoiled. An average sized coconut found in Canadian supermarkets weighs approximately 750 g and will yield 750 mL to 1L grated or chopped coconut meat.

1. Prepare coconut milk as follows:
- (a) Puncture holes through 2 dark "eyes" of the coconut with a hammer and a clean screwdriver. Drain the liquid and drink it or throw it out. The liquid is not used in this recipe.
  - (b) Tap the coconut shell with the hammer in 15 different places. This should loosen the meat. Set the coconut on a firm surface and give it one or two sharp blows with the hammer to break the shell.



(c) Using a small knife, cut out any pieces of meat that aren't knocked loose from hammering the shell.

(d) Pare off the brown skin and grate finely 75 mL coconut meat (2 servings) or 250 mL meat (6 servings); or if available, put 75 mL (2 servings) or 250 mL (6 servings) of chopped coconut meat into a blender. Add an equal amount of hot (not boiling) water. If using the blender, blend together at high one minute, scrape down sides and continue to blend until mixture is a smooth puree.

(e) Line a sieve with dampened cheese cloth, or J-cloth doubled, and place over a bowl. Pour in mixture and press through as much liquid as possible with the back of a wooden spoon. Wring and squeeze out any remaining liquid. Throw away the pulp. You should be left with 75 mL (2 servings) or 250 mL (6 servings) coconut milk.

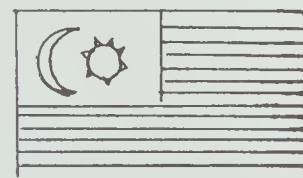
2. Grease a 0.5 L (2 servings) or 1.5 L (6 servings) casserole with unsalted butter. Preheat oven to 180°C.
3. Beat together egg(s) and sugar for 3 minutes. Continue to beat while pouring in coconut milk.
4. Rub bananas through a sieve, then beat into the coconut milk mixture.
5. Peel the brown skin from the coconut meat and grate the required amount of coconut. Add to the banana - coconut mixture: 150 mL (2 servings) or 425 mL (6 servings) grated coconut.
6. Pour pudding mixture into the buttered casserole. Sprinkle the remaining grated coconut over the top.
7. Bake at 180°C for 30 to 45 min. When done the top will be golden brown and a knife inserted in the centre will come out clean. This pudding may be served hot or chilled after at least two hours of refrigeration.

\*The above recipe was adapted from the following book:

“Recipes: African Cooking,” Food of the World, Time-Life Books, New York, published simultaneously in Canada, 1970, p. 122.



## MALAYSIA



Malaysia lies in the heart of Southeast Asia. It is a crescent shaped country close to the equator.

Malaysia is composed of four races: the Malays, the Chinese, the Indigenous, and the Indian people. The Malay's comprise almost half of the population forming the largest ethnic group in Malaysia. They are brown skinned descendants of Mongolian migrants from the interior of Asia.

In Malaysia it is very common for three generations of one family to live in one house. It is usually the son that the parents choose to live with. Most of the wives go out to work and leave the older children to look after the younger children. The mother-in-law does the cooking and cleaning. There may also be unmarried sisters and aunts living in the house.

Each race has its own predominant religion. All the Malays, by law, must be Muslims, most Chinese are Budhists, and most Indians are Hindu, with a few of the latter two being Christians. Religion plays an important part in the eating habits of all Malaysians. The Muslims are forbidden by their religion to eat pork, drink liquor, or smoke cigarettes. The Hindus also avoid pork and beef, where-as the Christians have no restrictions. This makes for some difficulties when members of all four races eat together.

The Malays, Chinese and Indians use the kualิ (deep frying pan) as the basic cooking vessel. The typical menu for a meal of any of the four races is a meat curry, a vegetable dish, white rice and perhaps curd (yogurt). The meat curry is cooked in an earthenware pot over a slow fire. The vegetables are first fried and then boiled with a liquid. Most Malaysian houses are equipped with a rice cooker as rice is eaten often. The curd (which mostly Indians consume) is made by adding fresh milk to the old curd and allowing it to stand overnight.

Coconut milk is the liquid used in most Indian dishes. Curries are made with it and it is often added to vegetables. Even some desserts are made with coconut milk. Ayam Masak Rose is an attractive, spicy-hot Indian dish which combines coconut milk and chili.

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AYAM MASAK ROSE **		
Two Servings		Six Servings
6	fresh hot chillies, or	18
	dehydrated crushed chillies,	
	rehydrated	
6	medium sized shallots or	18
	green onions	
1 cm	piece of fresh ginger root	3 cm
500 g	chicken (cut up into pieces)	1.5 kg
250 mL	coconut milk (See method in	750 mL
	previous *Coconut &	
	Banana pudding recipe)	
pinch	salt	1 mL
pinch	white pepper	1 mL
100 mL	fresh or frozen peas	300 mL
50 mL	lime juice	150 mL
20 mL	finely sliced scallions or	60 mL
	green onions (including 5 cm	
	of the green tops)	

---



1. Combine chillies, shallots and ginger on a cutting board. With a large knife, chop them together as fine as possible.
2. Place chicken pieces in heavy casserole. Add chili mixture, coconut milk, salt and pepper. Cook over moderate heat until small bubbles appear around the edge of the pot. Do not boil, or coconut milk may curdle. Reduce heat to low, cover, tightly and simmer for 30 min. or until tender. Transfer the chicken to a plate and cover with foil to keep it warm.
3. Stir peas and lime juice into remaining simmering sauce. Do not boil mixture. Simmer uncovered until the peas are tender (5-15 min.)
4. Return chicken to the casserole. Simmer covered 4 to 5 min. to heat the chicken through.
5. Sprinkle scallions over top and serve AYAM MASAK ROSE at once, directly from casserole dish.

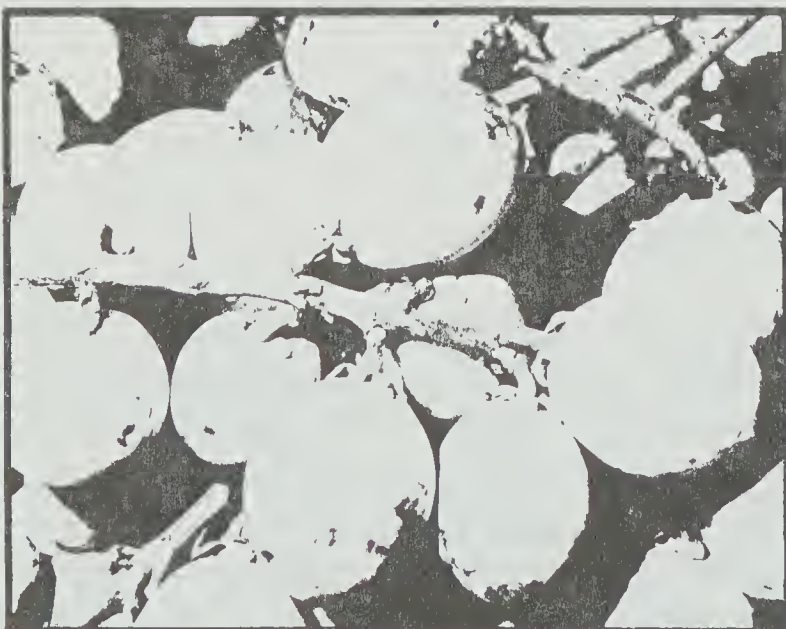
\*If coconut milk is not available, heat regular whole milk with unsweetened flaked or grated coconut (250 mL milk to 100 mL coconut). Strain the warm coconut from the milk. Then using a wooden spoon, squeeze out the coconut milk through the strainer into the whole milk.

**\*\*AYAM MASAK ROSE recipe adapted from recipe of same name in "Recipes: Pacific and Southeast Asian Cooking," Foods Of The World. Time-Life Book, New York, published simultaneously in Canada, 1972, p.61.**



Rice is the staple food of all four races. Rice paddy cultivation employs a labor force second in size only to the rubber industry work force. Fish is the prime source of animal protein for all Malaysians.

All four races cook the same vegetables, which are grown locally. Sweets do not play a very important role in the Malaysian diet. Fresh fruit is not eaten as often as in most western countries and preserved fruit is very rare. Some fruits that are abundant are: rambai fruit, kuini fruit and mangoes.

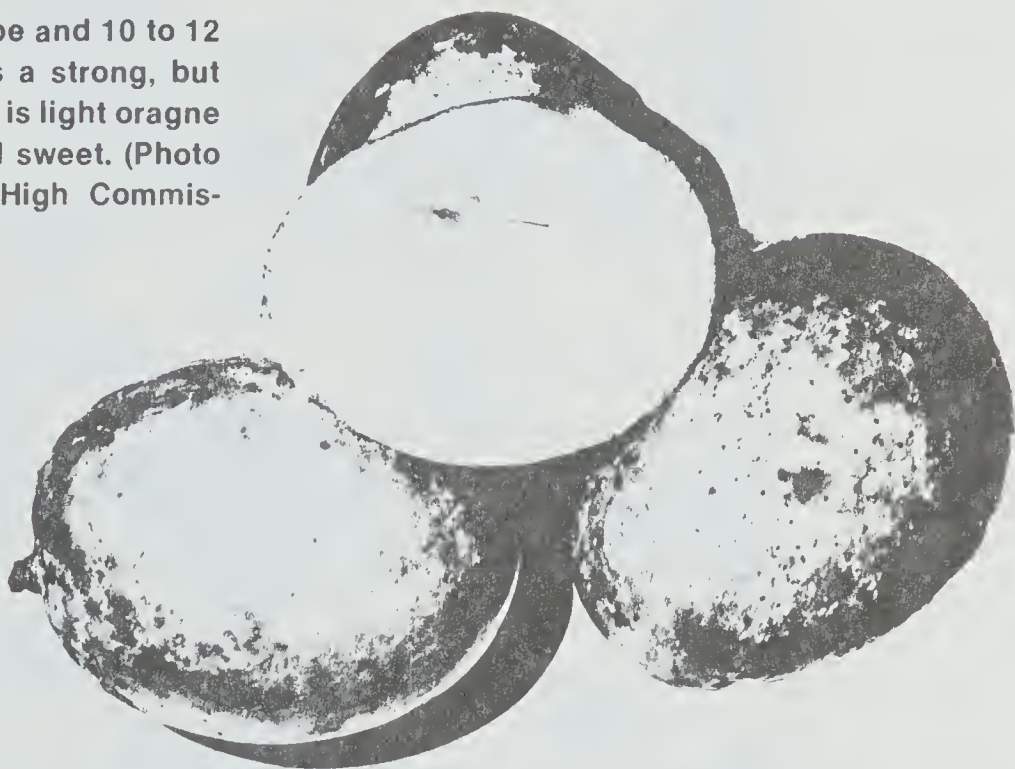


Rambi fruit is otherwise known as "golden berry". The rambi fruit tree is attractive and serves as wonderful shade. (Photo courtesy of Malaysian High Commission, Ottawa.)



Mangoes are one of the most delicious of tropical fruits. Mangoes vary in both size and shape, but are always slightly peaked at one end. The skin color of a ripe mango varies from green to yellow or orange. (Photo courtesy of Malaysian High Commission, Ottawa.)

Kuini fruit is oval in shape and 10 to 12 cm long. Kuini fruit has a strong, but fragrant smell. The flesh is light orange in color and is juicy and sweet. (Photo courtesy of Malaysian High Commission, Ottawa.)



## NEW ZEALAND



The lifestyles in New Zealand are similar to those of Canada and the British Isles. New Zealand has a very high standard of living similar to that of Canada, and is therefore one of the best-fed countries in the world.

Major food exports to Canada from New Zealand include lamb and kiwi fruit. Kiwi fruit are large berries, seven to ten centimetres long and just over five centimetres in diameter. They grow on vines.



The British influence is evident in the New Zealander's custom of tea breaks during the morning and afternoon. These tea breaks are called "smoko." Biscuits and scones which we refer to as cookies or baking powder biscuits, are often served with tea.

A typical New Zealand dinner may begin with Toheroa, a soup made of native green clam. Following the Toheroa, lamb, accompanied with mint sauce, kumaras (sweet potatoes), silver beets (swiss chard), baked pumpkin and tossed salad may be served. When salad is served in New Zealand, it is usually part of the main course rather than an appetizer. A common dessert is custard jelly and kiwi fruit.



Kiwi fruit are used to garnish and enhance the flavor of a cheesecake. Whole kiwi fruit can be seen in the basket.

Celebrations at New Year's and Christmas in New Zealand may appear to be very much the same as what we are accustomed to here in Canada. There are, however, two differences. If you were in New Zealand you would likely have lamb with mint sauce for dinner, rather than the turkey with cranberry sauce you probably would be served at home. Following an after-dinner rest in New Zealand, you might pack a lunch and go to the beach. Here in Canada you might go cross country skiing or tobogganing, or if dinner was late in the afternoon you may just sit around the fire and take the chill out of the cold, dark winter evening.

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## MIXED NEW ZEALAND GRILL

Two Servings

Six Servings

2	lamb loin chops	6
2	strips thickly sliced bacon	6
2 small	potatoes	6
2 small	tomatoes	4
35 mL	seasoned bread crumbs	100 mL
	salad oil, salt, pepper, paprika	

---

1. Peel potatoes and slice thinly. Dip potato slices in oil, sprinkle lightly with salt, pepper and paprika, and arrange on broiling rack.
2. Wrap each lamb chop in a bacon slice. Arrange on broiling rack with potatoes. Broil close to heat 6 min.
3. Remove rack from heat. Turn potatoes and chops. Season top side of chops with salt, pepper and paprika.
4. Slice tomatoes thick; dip slices in oil and sprinkle with crumbs. Arrange tomato slices on rack with chops and potatoes. Broil for 6 min. longer. Serve at once.

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## MINT SAUCE

Two Servings

Six Servings

25 mL	fresh mint leaves, finely chopped	75 mL
7 mL	sugar	20 mL
1 mL	salt	3 mL
few grains	pepper	pinch
15 mL	boiling water	50 mL
25 mL	vinegar	75 mL

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1. Measure the chopped mint, sugar, salt and pepper into a bowl.
2. Pour boiling water over them and stir to dissolve sugar and seasonings.
3. Stir in the vinegar; let the mixture stand in a warm place for approximately 30 min. before serving

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# AUSTRALIA



Australia is a large country, and so the climate varies widely - from tropics in the north to a cooler climate in the south. A large variety of food is produced. Fruits such as apples, lemons, mandarins, grapefruit, bananas, and pineapples are grown in the tropics of the north. Vegetables also thrive in this climate. Sheep ranching is a major part of the farm industry in Australia. Since Australia is entirely surrounded by water there is plenty of seafood. Lobster, oysters, prawns, and crayfish rank as favorites.



In 1788, the first settlers arrived in Australia bringing with them recipes from their homeland, England. Since then, climate, availability of food, and other ethnic settlers bringing new methods, have contributed to the character of Australian cooking.

In some areas of Australia, there has been little change from the staple diet of the first settlers. The people in these areas eat boiled mutton and damper with tea. Damper is a kind of unleavened bread baked in the ashes of a campfire.

The Australians love celebrations, and for many of them, food plays a major role. One of the main celebrations held is the wine festival, which lasts for about a week. Australia has 108,800 hectares under fruit cultivation, and 70,000 hectares of vineyards.

Anzac Day is celebrated on April 25th, and is held to pay tribute to the soldiers who fought in the wars. A traditional tea with anzac cookies is eaten on this day. Here is a traditional Anzac Biscuit recipe:

---

## ANZAC BISCUITS

### Two Servings

50 mL	rolled oats
45 mL	coconut
50 mL	flour
2 mL	baking soda
25 mL	boiling water
50 mL	sugar
30 mL	butter
4 mL	golden syrup

### Six Servings

250 mL
175 mL
250 mL
7 mL
125 mL
250 mL
125 mL
15 mL

---

1. Mix the oats, flour, sugar and coconut together.
  2. Melt syrup and butter together. Mix soda with boiling water and add to melted butter and syrup. Add to the dry ingredients.
  3. Drop spoonful of the mixture on a greased baking sheet. Bake in a 150°C oven for 20 min.
- 

## **GET INVOLVED!**

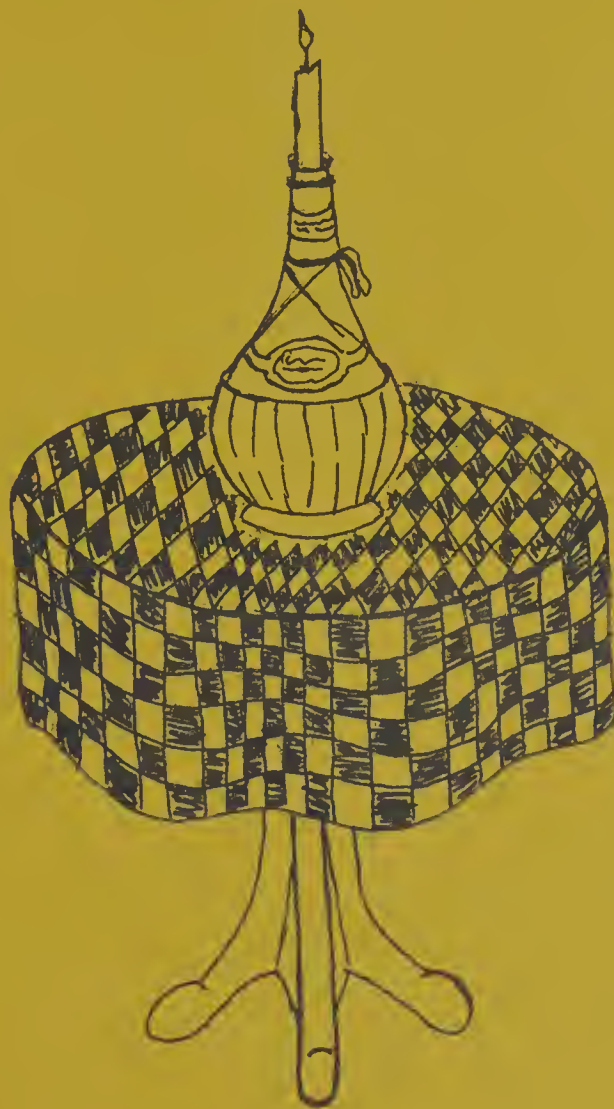
1. Compare a typical daily menu from one of the Commonwealth countries with that of your family. How do they differ? How are they similar? What reasons can you give for these differences and similarities?
  2. Canada is made up of people from all of the Commonwealth countries, and other countries of the world as well. Make a list of all the Commonwealth countries. Assign each person in the class a different country. Each person can then find someone in your community who has either grown up in this country or spent time living there. Interview this person to find out more about the country and its people's food habits. Invite some of these people to speak to the class and to demonstrate the preparation of a dish characteristic of the country they are representing. Later, each person in the class could prepare a dish, from the country he/she has studied, for everyone to taste. Each could tell the rest of the class some of the information gathered about the country he/she studied.
  3. Compare the cultural holidays of other Commonwealth countries with those of Canada. What factors account for the differences in what is celebrated? What role does food play in these celebrations?
  4. How does religion affect people's food habits? Give some examples.
  5. Compare the food staples of different countries. How do you account for the differences?
  6. Plan to visit a restaurant in your community which specializes in a certain foreign cuisine. Arrange a tour ahead of time with the manager. You may wish to stay for lunch or dinner and sample some of the dishes on the restaurant's menu.
  7. Contact someone your age from the Commonwealth country of your choice and exchange letters. This is not only a valuable way to learn more about that country, but also some day you may wish to visit that country and it will be helpful to have a friend who can show you around. You can find someone to exchange letters with by writing to the country's embassy in Ottawa and asking them for help. To get the Embassy address call your Government of Canada, Industry Trade and Commerce Business Information Centre. If you live outside of a large centre you can call the no-toll Zenith number listed in your telephone book.
-



## Notes...

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Chapter Six...



## AUTHENTIC ITALIAN RECIPES



---

**Food Science 30 Class**  
**St. Francis High school**  
**CALGARY, Alberta**  
**Teacher: Doreen Pritchett**

When our teacher, Mrs. Pritchett, suggested that our Food Science 30 class should seek out authentic Italian recipes and convert them to metric, out came the St. Francis High School telephone directory. Names such as Chiacchia, Tiberio, Serafini and Pacione were put on the list of "Potential Sources of Great Italian Recipes."

The first step was to get authentic Italian recipes. In some cases this was difficult; especially when consulting an Italian cook who spoke little English. One girl got a recipe from her father. Another consulted an Italian baker. Most recipes were provided by parents of friends. An added difficulty was that most Italians don't write down their recipes!

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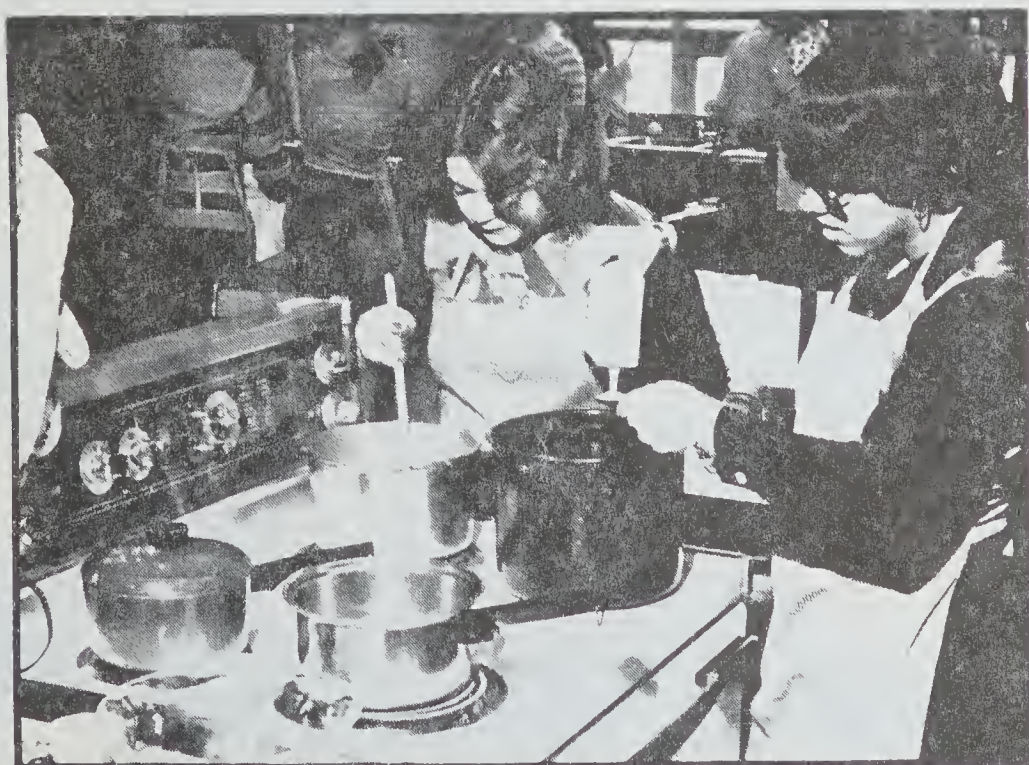
After obtaining the recipes, we spent a day converting the recipes to metric. Converting to metric is not as easy as it sounds. We had to measure and experiment until the proportions were correct.



**We spent a day converting the recipes to metric.**

Then we started testing the recipes. The scent of tomatoes, green peppers, garlic and onion lingered in the room. These savoury smells trickled into the school hallway and soon brought many hungry faces to the door.

We repeatedly tested the recipes until we felt they were just right. Italian food has garlic, tomatoes and spices. It has a very inviting aroma and an even more delicious taste.



**We repeatedly tested the recipes until they were just right.**



Of course we had to let some of the teachers have a taste of our cooking. So Thursday was declared “Italian Day”. During lunch hour some of our favorite teachers were ushered into the room.



Thursday was  
“Italian Day” and  
teachers were  
invited to “sample.”

We had red and white checkered tablecloths and wine bottles with candles. There was laughter, twirling noodles and smiling faces as everyone enjoyed the good Italian food.



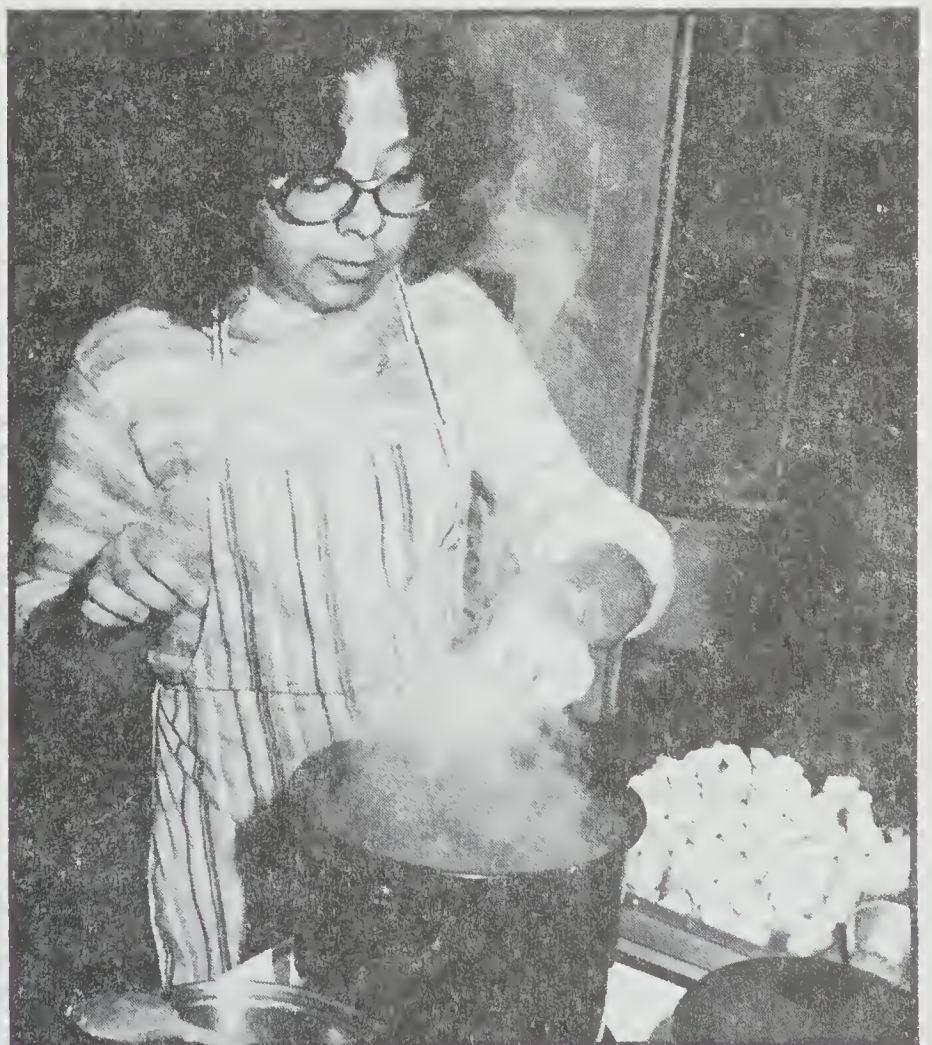




We enjoyed doing this project, and the teachers we invited thoroughly enjoyed themselves too.



Gnocci is one of the pastas so characteristic of Italy. It consists of small pillow-shaped noodles covered with a meatless tomato sauce. This is surprising as it originated from the richer northern sector of Italy where the meat supply is more abundant.





---

# GNOCCI

By: Marisa Chiste and Gayle Chudy

## Two Servings

1 or 2 large potatoes  
100 mL flour  
1 yolk

## Six Servings

4 or 5  
300 mL  
1 egg

---

1. Cook potatoes until soft. Pass through ricer or grate and let cool to room temperature.
2. Add egg and flour. More flour may need to be added. Knead to a firm dough.
3. Cut off sections and roll out into strands. Cut into 2 cm chunks.
4. Boil water and add salt to the water. Cook until Gnocci rises to the top. Drain, add sauce.

---

# SAUCE

## Two Servings

50 mL tomato paste  
100 mL water  
50 mL onion (chopped)  
0.3 clove minced garlic  
5 mL vegetable oil  
few flakes sweet basil  
1 mL oregano  
2 mL parsley flakes  
2 mL salt  
pinch pepper

## Six Servings

150 mL  
300 mL  
1 small  
1  
15 mL  
2 mL  
3 mL  
5 mL  
5 mL  
1 mL

---

1. In a saucepan, saute garlic and onions in oil until onions are soft.
2. Add paste and water. Stir until smooth, add spices.
3. Cover and let simmer on low heat for 35-40 min., stirring occasionally. Pour over Gnocci.



Italian entrees, hearty as they are, would not completely satisfy a true Southern Italian appetite. The southern people like to have something sweet with their meals. Sugar is popular, as is honey and liqueur. Cenci are rolled paper thin, tied in knots then deep fried.



## CENCI ALLA FIORENTINA

By: Karen Labossiere and Debbie Stewart

**Two Servings**  
**(makes 12)**

100 mL	flour
1 yolk	
2 mL	rum flavoring
2 mL	water
3 mL	confectioners sugar
few grains	salt
few drops	water

**Six Servings**  
**(makes 36)**

200 mL
1 egg
1 yolk
5 mL
5 mL
10 mL
pinch
few drops

1. Place flour in a bowl and make a well in the centre.
2. In another bowl, mix together the egg, egg yolk, rum and water.
3. Add sugar and salt in the well of the flour. Then add the wet mixture into the well.
4. Using a fork, or hands, mix ingredients together until all the flour has been incorporated and the dough is smooth and shiny. Refrigerate for at least one hour.
5. Heat oil or shortening to 180°C in a deep fat fryer. On a floured board, roll out a quarter of the dough paper thin and cut into strips 12-14 centimeters long, and 1 centimeter wide. Tie strips in loose knots and deep fry them until golden brown. With tongs, transfer the cenci to paper towels to drain. Repeat procedures. Before serving, sprinkle the cenci with confectioners sugar.



The word “Antipasto” translated into English means “before the meal”, more commonly known to us as appetizers. Various Italians have different versions of antipasto including such delicacies as fish, meats, cheese and vegetables arranged attractively on plates. Our version of antipasto is from Southern Italy. This dish combines vegetables and tuna fish in a vermouth, vinegary marinade. Serve with crusty fresh bread and you are sure to have an appetizer your guests will rave about !

---

# ANTIPASTO

By: Denise Birklein and Joanne Traynor

## Two Servings

1. Add:

- |       |                               |
|-------|-------------------------------|
| 7 mL  | olive oil                     |
| 40 mL | green peppers cut into strips |
| 20 mL | pitted black olives           |
| 20 mL | stuffed green olives          |

Simmer for 5 minutes.

2. Add:

- |       |                       |
|-------|-----------------------|
| 40 mL | sliced celery         |
| 40 mL | sliced Spanish onions |

Simmer for 5 min.

3. Add:

- |         |                           |
|---------|---------------------------|
| pinch   | garlic (minced)           |
| 75 g    | tomatoes skinned & seeded |
| 1 small | dill pickle               |
| 50 mL   | canned mushrooms (halved) |
| 8 mL    | pimentos cut in strips    |
| 40 mL   | cut green beans           |
| 8 mL    | ketchup                   |
| 8 mL    | dry vermouth (optional)   |
| pinch   | paprika                   |
| pinch   | thyme                     |

Simmer for 10 min.

4. Add:

- |       |                                     |
|-------|-------------------------------------|
| 35 mL | solid tuna broken into small pieces |
|-------|-------------------------------------|

Simmer for 10 min. Stir gently. Cool

5. Add:

- |      |                       |
|------|-----------------------|
| 8 mL | tarragon wine vinegar |
|------|-----------------------|

Chill overnight and reheat before serving.

## Six Servings

- |        |
|--------|
| 20 mL  |
| 125 mL |
| 50 mL  |
| 75 mL  |

- |        |
|--------|
| 125 mL |
| 125 mL |

- |           |
|-----------|
| 0.5 clove |
| 250 g     |
| 1 medium  |
| 150 mL    |
| 25 mL     |
| 125 mL    |
| 25 mL     |
| 25 mL     |
| 1 mL      |
| 1 mL      |

- |        |
|--------|
| 100 mL |
|--------|



Italian cooking is considered a true mother cuisine in all European countries. It is among the greatest food influences in all of Europe, Italians use many spices. This recipe is flavoured with oregano, celery, basil and garlic. The spices give Italian dishes their excellent aroma.





---

# CHICKEN CACCIATORE

By: Maureen McDowell & Donna Rieger

## Two Servings

20 mL	salad oil
300 g	cut up chicken
1 small	onions
1 small	clove(s)
175 mL	canned tomatoes
75 mL	canned tomato sauce
2 mL	salt
pinch	pepper
1 mL	celery seed
2 mL	basil or oregano
1 small	bay leaves

## Six Servings

50 mL
1 kg
2 medium
2
500 mL
250 mL
5 mL
1 mL
2 mL
5 mL
1 or 2

- 
1. Heat oil and brown chicken on both sides. Remove chicken.
  2. Fry onions and garlic till tender.
  3. Mix together the remaining ingredients in a bowl. Place chicken back into the frying pan and pour mixture over top.
  4. Cover and simmer for 45 min. or till chicken is tender.

• • •

When we think of Italian food we think of Spaghetti and Sauce. Our sauce is unique because of one ingredient. For our meat we used poultry instead of beef. Poultry is cheaper to raise and is often used in Italian recipes. This Italian Meat Sauce recipe is good served with any kind of pasta.



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## ITALIAN MEAT SAUCE

By: Linda Wittig

### Two Servings

1	breast(s) of chicken
0.5 mL	clove of garlic
75 mL	mushrooms
40 mL	green peppers
40 mL	onions, finely chopped
15 mL	celery
15 mL	butter or margarine
150 mL	canned tomatoes
125 mL	tomato sauce
20 mL	tomato paste
2 mL	oregano
2 mL	rosemary
2 mL	basil
1 mL	sage
1 mL	salt
few grains	pepper

### Six Servings

3
1 mL
250 mL
125 mL
125 mL
50 mL
50 mL
500 mL
375 mL
50 mL
5 mL
5 mL
5 mL
3 mL
3 mL
pinch

- 
1. Cut up chicken breasts and lightly brown in oil in the frying pan.
  2. While the chicken is browning, saute the garlic, green peppers, mushrooms, onions and celery in butter in another frying pan.
  3. While these are cooking, add Italian seasonings: oregano, rosemary, basil, sage, thyme and salt and pepper to the browning chicken. Fry for 5 more min.
  4. Put the vegetables from the other pan with the chicken and add all the tomato ingredients. Simmer for 45 min.

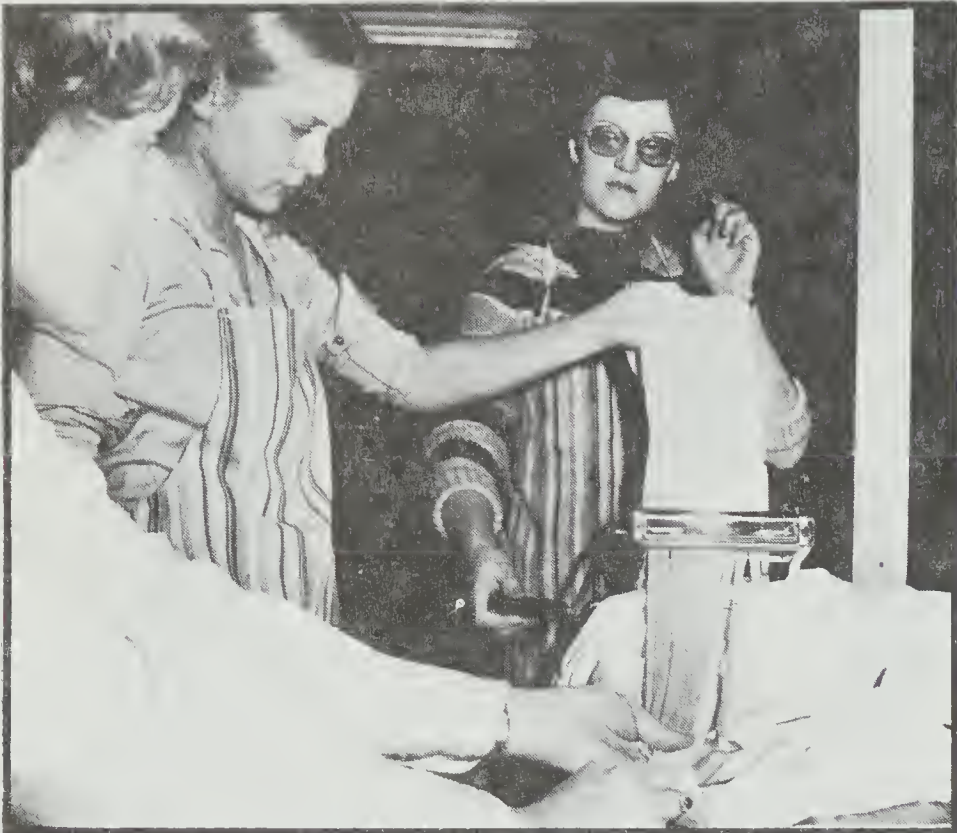


The first mention of Italian food brings to mind spaghetti. It is believed that Marco Polo brought the first pasta back from China. Pasta today includes more than two dozen shapes ranging from fine shred known as Angel's hair to large pocket-shapes called Cardinals hats. Unlike Canadians, the Italians do not eat pasta as a main dish but rather enjoy a small serving before the main entree.

Italians serve spaghetti with less sauce than Canadians do, and it is not always a tomato sauce. Sometimes it is just sweet butter, fresh parsley and grated cheese, or oil and garlic.



We used a noodlemaker to make our noodles. Rolling out the dough and cutting it into strips with a knife works also. We prepared the recipe, kneaded the dough well, then put the dough through the machine, and voila! noodles. Sprinkling flour on the dough helped it slip through the noodle machine more easily.



We used a noodle machine to cut our noodles.

---

## PASTA

By: Val Calon & Marg Hunik

### Two Servings

225 mL	flour
3 mL	salt
30 mL	eggs, beaten
15 mL	egg yolks
10 mL	oil
50 mL	water

### Six Servings

700 mL
10 mL
2
2
30 mL
150 mL

- 
1. Mix together the flour and salt in a mixing bowl.
  2. In a separate bowl, mix together egg, egg yolk, oil and water.
  3. Make a well in the centre of the flour mixture and pour egg combination in.
  4. Gently mix by hand and knead continuously until very shiny and elastic.
  5. Roll through noodle maker or cut by hand. When the noodles are cut lay flat on cloth which has been floured. Let dry.

We interviewed an Italian girl to get our authentic recipe. Much to our surprise the recipe contained rice. We had always associated Italian food with pastas. We learned that the food in Northern Italy, around Milan, is quite different, with rice preferred to pasta and butter to olive oil.

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## RIZOTTO ALLA MILANESE

By: Anna Scheuring & Susan Godor

### Two Servings

50 mL	onion, finely chopped
5 mL	chicken bouillon
250 mL	rice
10 mL	chicken broth
30 mL	oil
2 mL	salt
75 mL	parmesan cheese
300 mL	boiling water

### Six Servings

1 medium
15 mL
750 mL
30 mL
100 mL
5 mL
250 mL
875 mL

- 
1. Prepare chicken broth, bring to a boil, then turn heat on low.
  2. Saute onions in oil until transparent. Add uncooked rice, boiling water, salt and bouillon. Cook over medium heat for 10 to 15 min.
  3. When rice is moderately cooked, slowly add half the broth and the cheese. When mixture becomes thick and the broth is absorbed, add the remainder of the broth. When rice is cooked, remove from heat. If desired, cheese may be sprinkled over top of rice.





## GET INVOLVED!

1. Have someone from another country demonstrate the preparation of a food typical of that country. With the demonstrator's help, write out your own recipe.
2. Interview people in your community who came from other countries to find out about food in their home country. Write a report comparing foods and food preparation in that country to here in Canada.
3. Plan a field trip to tour a restaurant which specializes in the ethnic food you are studying. Compare the methods of preparation, the garnishing, service and flavor of the dishes at the restaurant to those you practised making in class.



## Notes...

[illegible]

## Chapter Seven...



# VEGETARIANISM



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**Food Science 10 and 20**  
**Louis St. Laurent High School**  
**EDMONTON, Alberta**  
**Teacher: Carol McLean**

Blaine BODOANO  
Kathy SMOLEY  
Rita DEMERS  
David FATH  
Greg SOBOLEWSKI

Wanda BERTHOLET  
Joanne HALAHURIE  
Emerson NELSON  
Dwayne O'NEIL

Our first impression of the word “vegetarian” was a fad diet which not many people followed. But as we started to read and talk to people, we learned that the vegetarian diet is probably the oldest diet of any. We found evidence of vegetarianism as far back as 5000 B.C. in the Middle East. In fact, vegetarian diets have been a necessary part of various cultures for centuries.

The information available describes three main kinds of vegetarians:

1. lacto-ovo vegetarians - eat plant foods, dairy products and eggs.
2. lacto vegetarians - eat plant foods, and dairy products.
3. pure vegan - eat plant foods only.

The greatest number of vegetarians seem to be lacto-ovo.

Many reasons have been expressed for becoming a vegetarian. One reason is due to religious beliefs or moral ethics. Some people (eg. Russian Doukobors, Buddhists, Jainists, Seventh Day Adventists) believe that it is morally wrong to kill living things for food. In our interview with Mrs. Wallace, we found that this was one of her reasons for becoming a lacto-ovo vegetarian.



Mrs. Phyllis Wallace being interviewed by Dave.

Another reason expressed by some vegetarians is that they believe animals raised for food are contaminated with harmful substances and should not be consumed.<sup>1</sup> The belief that animals are contaminated seems to be the origin of the natural or “health food” fad. In visiting the Rainbow Cafe, a vegetarian restaurant in Edmonton, we found that this was the belief of the people there.

<sup>1</sup> It has recently been found that the antibiotics used in animal feed to speed up the growth process are thought to be partially responsible for the development of new strains of human diseases which are immune to treatment with any antibiotics now available.



The belief that it is more economical and more efficient to use land to grow food for people than to use it for grazing animals is another reason some people give for having become vegetarians. Frances Lappe in her book **Diet for A Small Planet** discusses this reason. Dr. E.A. Donald, a nutrition professor at The University of Alberta, notes, however, that “many animals consume grasses which are unsuitable for human consumption, thus, they do not deprive the human of food but rather add to the food supply. Animals, she states, “also supply leather, insulin, and other useful products; not just meat!”



Judy, Diane, and Wanda  
sampling vegetarian food  
at the Rainbow Cafe in  
Edmonton

Some people choose a vegetarian diet as therapy for certain health problems. For example, some people on low-cholesterol diets find a vegetarian diet to be a satisfactory way of reducing their intake of animal fats.

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## HOW THE VEGETARIAN DIET WORKS

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In talking with Mrs. Gina Sitter, Nutritionist at the Misericordia Hospital in Edmonton, we learned that the safe use of a vegetarian diet requires a very careful study and application of the science of nutrition. A person can get an adequate diet from plants, but it is not easy. The most important factor to be aware of when considering a vegetarian diet, is the necessity of sufficient protein consumption. The body uses 23 different amino acids for proper functioning. The body supplies 15 of these amino acids leaving 8, which we refer to as essential amino acids, to be obtained by the food we eat. Soy beans are one of the vegetarian foods that supply all 8 amino acids in one food. Other vegetarian sources are:

whole milk  
yogurt  
eggs  
soybean sprouts

soybean flour  
cheese  
powdered skim milk

Unless all 8 essential amino acids are present in a food combination, the protein is used for energy only. All 8 must be consumed at one meal in order for the body to utilize the protein for growth and repair. Proteins containing all 8 essential amino acids, which must be obtained from the food we eat, are said to be complete proteins. Incomplete proteins are those which are missing one or more of the essential amino acids. Some incomplete proteins are:

buck wheat flour	bran flakes
dried lima beans	nuts
whole grains	brown rice
corn meal	sunflower seeds

These products can be utilized as complete protein with the addition of a complete protein food like milk or eggs.



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## COMPLIMENTARY PROTEIN RELATIONSHIPS

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Most major plant proteins are low or deficient in one or more of the 8 essential amino acids. To obtain all the essential amino acids, certain incomplete plant proteins can be combined. The shortage of an essential amino acid in one incomplete plant protein food may be abundant in another. Combined **at the same time**, they provide “complete protein” that contains all the essential amino acids. They complement each other. Some examples of complementary protein food combinations are as follows:

- 1. Grains and Legumes
- 2. Grains and Milk Products.
- 3. Legumes and Seeds or Nuts.

Examples of foods in each of these categories are as follows:

- Grains - rice, wheat, barley, oats.
- Legumes - beans, peas, lentils, any pod vegetable.
- Milk products - cheese, yogurt, milk.
- Seeds and Nuts - sunflower , sesame, peanuts, cashews.

Mrs. Sitter developed the following chart to show us some complementary protein food combinations:



	With Grains	With Nuts and Seeds	With Legumes	With Milk Products
Grains (wheat, rye, oats, corn, rice, pasta)		*rice and sesame seeds; wheat germ and peanuts; rice and cashews; peanut butter sand.	rice and beans; wheat-soy bread; corn-soy bread; cornbread and blackeyed peas	bread and milk or cheese; rice-milk pudding; pasta and milk or cheese
Seeds and Nuts	*noodles and cashews; bread with added seeds or seed meals.		roasted seeds and soy-bean snack; beans and seeds	*sesame seeds and milk
Legumes (all dried beans & peas)	corn tortillas and beans; wheat breads and beans, legume soup and bread.	beans and nuts; beans and seeds		milk in lentil soup; cheese sauce for beans
Milk Products	cereal and milk; macaroni and cheese casserole; wheat germ and milk	*sesame seeds and cheese; peanuts and cheese; cashews and cheese	*milk in legume soups; cheese and beans	
*Only a few combinations in these two groups achieve a "complete protein," it is suggested that another group be added. Adapted from Nutrition and the M.D. Volume 1, No. 5, 1959, and Diet for a Small Planet, by F. Lappe, page 124, 1971.				

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## SOY BEANS

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As mentioned earlier, soy beans are a very important food in a vegetarian diet. Soy protein contains all eight amino acids considered essential for human needs. Undesirable fats can be eliminated and kilojoule levels reduced for people on a weight reduction diet. When added to other foods, soy protein can increase the total protein content and improve the quality of the food.

Soy beans require long hours of cooking, peeling and baking before being served. For this reason processed soy bean products have been developed, many of which need only to be heated and served. Soy beans alone are an economical source of protein. The convenience process, however, adds considerably to the cost.

Where the land is suitable for growth, soy bean crops utilize the fields more efficiently than using the same land to grow livestock feed. One acre of grazing land produces 19 kg of food protein when fed to beef animals. This same acre can produce nearly 275 kg of edible protein if it can be planted in soy bean. Much of the grazing land in Canada, however, will not support soy beans. Most of our soy is imported from the United States.

A major disadvantage of soy products is that many consumers find the flavor strange, and therefore unacceptable. The flavor can be disguised with other foods and spices, thus making soy products ideal ingredients for casseroles.



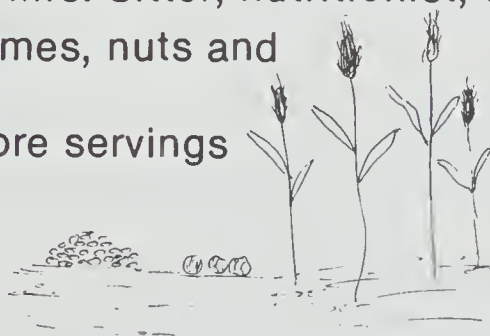
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## VEGETARIAN FOOD GUIDE

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Vegetarians follow a slightly different food guide from the Canada Food Guide. Mrs. Sitter, nutritionist, explained that the groups are:

1. grain, legumes, nuts and seeds  
- six or more servings



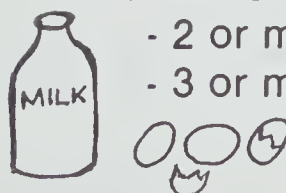
3. fruit  
- 1 to 4 servings



2. vegetables  
- 3 or more servings



4. milk and eggs  
- 2 or more servings for adults  
- 3 or more servings for children



We prepared and tested a number of vegetarian recipes. To see how other students react to vegetarian dishes, we prepared a vegetarian luncheon and invited a physical education class. The dishes were enjoyed by most!



**Recipes for a Small Planet**<sup>1</sup> is a high protein vegetarian cookbook written by Ellen Buchman Ewald. This book does a good job of explaining protein complementarity, and it includes many interesting recipes. The following recipes were adapted from similar recipes found in **Recipes for a Small Planet**.

---

## PURPLE DEVIL

### Two Servings

100 mL	pineapple juice
100 mL	grape juice
100 mL	apple juice
100 mL	buttermilk

### Six Servings

300 mL
300 mL
300 mL
300 mL

- 
1. Blend in blender until smooth and foamy.



---

## ORANGE PANCAKES WITH ORANGE SAUCE

This recipe may be used for breakfast or as a dessert. It is fairly high in kilojoules.

### Two Servings

125 mL	whole wheat flour
50 mL	soy flour
1 mL	salt
5 mL	baking powder
1	egg(s)
25 mL	honey
25 mL	milk
75 mL	orange juice
25 mL	oil
200 mL	cottage cheese

### Six Servings

375 mL
150 mL
3 mL
15 mL
3
75 mL
75 mL
225 mL
75 mL
600 mL

- 
1. Stir the dry ingredients together in the order given.
  2. In a separate bowl combine the egg, honey, milk, orange juice and oil.
  3. Stir the wet ingredients into the dry. Don't stir too much, just enough to moisten the dry ingredients well.
  4. Make large pancakes on an oiled griddle.
  5. Stack them up in groups of four pancakes spreading 75 to 125 mL cottage cheese between each one, ending with a pancake.
  6. For serving, cut the cake in wedges and pass Orange Sauce (below).



<sup>1</sup> Ellen Buchman Ewald, **Recipes for a Small Plant**, Ballantine Books, division of Random House, Inc., New York, 10022, 1973.

---

## Orange Sauce

### Two Servings

10 mL  
pinch  
125 mL  
50 mL  
10 mL  
1

corn starch  
salt  
orange juice  
honey  
butter  
fresh orange(s),  
divided into sections.

### Six Servings

25 mL  
1 mL  
375 mL  
125 mL  
25 mL  
2

- 
1. Mix the cornstarch, salt, orange juice, and honey in a small saucepan. Bring the mixture to a boil over medium heat, stirring constantly until thickened.
  2. Remove from the heat; stir in the butter until it melts. Add the orange sections. Serve warm with the pancakes.



---

## VEGETARIAN LASAGNA

### Two Servings

60 g  
  
1 small  
1 small  
15 mL  
125 mL  
  
2 mL  
1 mL  
15 mL  
3 mL  
100 g  
  
25 mL  
200 g  
  
125 mL  
25 mL

lasagna noodles, cooked  
tender  
onion, chopped  
clove(s) garlic, minced  
olive oil  
tomato sauce, canned  
tomatoes or thinned paste  
dried oregano  
dried basil  
chopped fresh parsley  
salt  
sliced mushrooms, sauteed  
in olive oil  
cooked kidney beans  
mozzarella cheese, thinly sliced  
cottage cheese  
freshly grated parmesan  
cheese

### Six Servings

180 g  
  
1  
2  
50 mL  
375 mL  
  
6 mL  
3 mL  
50 mL  
10 mL  
300 g  
  
75 mL  
600 g  
  
375 mL  
75 mL



1. Rinse the cooked noodles in cold water so they won't stick together. Gently lay noodles, individually, over the sides of the cooking pot.
2. Saute the onions and garlic in the olive oil until they are soft and transparent, but not browned. Stir in the tomato, oregano, basil, parsley, and salt. Cook the sauce about 30 min., simmering it and stirring often until it has thickened. Stir in the sauteed mushrooms and cooked beans.
3. To assemble the lasagna; place a layer of the noodles on the bottom of a shallow baking dish.
4. Put a third of the tomato sauce over the noodles, spread a layer of cottage cheese over the sauce, then a layer of mozzarella cheese, then sprinkle a third of the parmesan cheese over all. Repeat the layers twice more, ending with parmesan. Bake the lasagna in a 190°C oven for 20 min.



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## TOMATO QUICHE

### Two Servings

10 mL	butter
75 mL	finely chopped onion
75 mL	tomatoes, chopped
pinch	thyme
pinch	salt
1	egg(s), beaten
75 mL	milk
pinch	salt
50 mL	freshly grated parmesan cheese
75 mL	grated swiss cheese
1 small	tomato, sliced 2 cm thick
12 cm	pie crust made from following Whole Wheat Pie Crust recipe.

### Six Servings

25 mL
200 mL
200 mL
1 mL
1 mL
3
200 mL
1 mL
150 mL
200 mL
1 large
24 cm

- 
1. Melt the butter in a small frying pan and saute the onions until they are transparent and very soft. Add the thyme, salt, and chopped tomatoes, cover the mixture and simmer for 5 min.
  2. Uncover the pan and mash the tomatoes, cook uncovered until the mixture is dry and thick. When done the tomatoes should be completely mashed into the onions. Set aside to cool.

- 3. Beat the eggs, milk, and salt together; stir in the grated cheese and cooled tomato mixture.
- 4. Line the bottom of the pie crust with the sliced tomatoes, pour the cheese mixture over.
- 5. Bake the quiche at 180°C for 25 to 35 min. for 2 servings, 50-60 min. for 6 servings, or until the knife inserted in the centre comes out clean.
- 6. You may serve it at any temperature - from piping hot to cold.



**WHOLE WHEAT PIE CRUST**

**12 cm Crust**

**24 cm Crust**

250 mL	whole wheat pastry flour	500 mL
1 mL	salt	2 mL
50 mL	soft shortening	100 mL
50 mL	water, icy cold	100 mL

- 1. Stir the salt and whole wheat pastry flour together.
- 2. Work the shortening in with a knife or pastry blender, but don't work it in too much. The pieces may be quite lumpy, but it will make a flakier crust.
- 3. Add most of the water and move the crust mixture around so the water will soak in. Gather the dough gently and add more water if there is some flour that won't gather.
- 4. Roll out and fit into pie plate. (Fill with Tomato Quiche mixture and bake.)
- 5. If you are making an unbaked pie, bake the crust at 190°C for 10 to 15 min. Prick the bottom with a fork so it will stay flat.



**VEGETABLE SCRAMBLE**

**Two Servings**

**Six Servings**

4	eggs, beaten	12
50 mL	milk	150 mL
50 mL	butter	150 mL
125 mL	chopped mushrooms	375 mL
125 mL	chopped onions	375 mL
	extra butter	
1	tomato(es) - cut in eighths	3
15 mL	tamari soy sauce	50 mL



1. Beat the milk into the eggs, and set aside.
2. Melt the butter in a small omelette or egg pan. Saute the mushrooms and onions for about 5 min.
3. Add more butter to the pan at this time if it is dry. Pour in the egg mixture and stir. Cook like plain scrambled eggs. When the desired consistency is reached, stir in the tomato sections and soy sauce. Serve at once.

Variations-                   **CHEESE SCRAMBLE:** add about 125 mL (two servings) or 375 mL (six servings) grated cheese to the egg-milk mixture. Cook as above.

**PEPPER SCRAMBLE:** Saute 125 mL (two servings) or 375 mL (six servings) chopped green peppers (or sweet red peppers) with the mushrooms and onions.



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**DESSERT - SNACK**

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KITCHEN SINK COOKIES		
Two Dozen		Six Dozen
125 mL	whole wheat flour	375 mL
25 mL	soy flour	75 mL
175 mL	rolled oats	525 mL
75 mL	unsweetened flaked coconut	200 mL
25 mL	milk powder	75 mL
2 mL	salt	5 mL
3 mL	cinnamon	8 mL
2 mL	powdered ginger	5 mL
75 mL	raisins	200 mL
75 mL	chocolate chips	200 mL
25 mL	peanuts, chopped	75 mL
30 mL	sunflower seeds	100 mL
25 mL	oil	75 mL
25 mL	molasses	75 mL
25 mL	honey	75 mL
1	egg(s), beaten	3

---

1. Stir together all of the dry ingredients (i.e. everything except the oil, honey, molasses, and eggs.)
2. Beat the eggs in a small bowl; measure the oil, then the honey and molasses in the same measuring cup. Beat all the liquid ingredients together thoroughly.
3. Pour the liquid into the dry ingredients and combine until the dry ingredients are moistened. If the mixture seems too dry, add some milk or water until the dough is of drop cookie consistency.
4. Drop the cookies onto an un-oiled cookie sheet. Bake at 180°C for 10 to 12 min.



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## GET INVOLVED!

1. Check in your class, among your friends and in the community to find people who follow a vegetarian diet. Invite them to your class to talk to you about their diet, and their reasons for choosing their particular diet. Ask them to comment on what they see as the advantages and disadvantages of following a vegetarian diet.
2. Do you think you could become a vegetarian? Explain why or why not. Try a vegetarian diet for a day, or even a week. Make a list of any advantages or disadvantages you discover in following a vegetarian diet.

The recipes in this chapter could be planned for a one day vegetarian diet since they compare quite favorably with the Recommended Daily Nutrient Intake\* for Canadians. Women, however, should take slightly smaller helpings than the serving size suggested in each recipe, to avoid an excess intake of kilojoules. Active young men should take larger helpings to meet their daily kilojoule requirement, or they could add servings from the dessert recipe. The dessert recipe, Kitchen Sink Cookies, is not included in the suggested daily vegetarian diet. The cookies may be used as snacks or as a dessert on a day when your kilojoule intake from other food is less than your requirement. These cookies are high in kilojoules.

On top of the next page is a nutritional analysis per serving of each recipe. The charts will show you how the vegetarian recipes compare to the Recommended Daily Nutrient Intake.\*



Nutritional Analysis of Recipes:								
RECIPE	ENERGY KJ	PROTEIN g	CALCIUM mg	IRON mg	VITAMIN A I.U.	THIAMIN mg	RIBOFLAVIN mg	VITAMIN C mg
Purple Devil	463	2.6	81	0.56	42	0.056	0.11	19
Orange Pancakes	2653	22.5	146	3.11	503	0.36	0.322	15.2
Orange Sauce	841	1	15	0.1	396	0.11	0.04	66
Lasagna	2122	36	441	2.31	1831	0.198	0.803	15.1
Tomato Quiche	930	12.5	330	1.28	1111	0.06	0.29	9.7
Quiche Crust	1705	7	10	1.8	0	0.27	0.17	0
Vegetable Scramble	1624	28.5	111	2.97	2470	0.165	0.5	15.7
TOTALS:	10338	110.1	1134	12.13	11233	1.219	2.235	140.7

Recommended Daily Nutrient Intake*								
	ENERGY kj	PROTEIN g	CALCIUM mg	IRON mg	VITAMIN A I.U.	THIAMIN mg	RIBOFLAVIN mg	VITAMIN C mg
Male Age 19-50	12500- 11300	56	800	10	55000	1.4	1.7	30
Female Age 19-50	8800- 8000	41	700	14	4 400	1.0	1.2	30

\*Recommended Daily Nutrient Intake is a condensed version of the Dietary Standard For Canada, 1975 Health and Welfare Canada, and is found in the following book: Helen Wattle and Eleanor Donaldson Whyte, Nellie Lyle Pattinson's Canadian Cookbook, S1 Metric Edition, McGraw-Hill Ryerson Limited, Toronto, 1977, page 7.

- Why not be a vegetarian for a day? Use the recipes in this chapter to plan one day's menus and see if being a vegetarian for one day makes you feel any different!
- Find out more about the reasons given for becoming a vegetarian; then take some time to consider the information you have found. i.e. In what ways might the use of vegetable sources of protein influence the world food situation?
  - What precautions should a vegetarian take in order to stay healthy? Could a vegetarian be as healthy as a person who eats meat regularly?
  - Complete a nutritional analysis of the dessert - snack recipe, KITCHEN SINK COOKIES. Compare this to a nutritional analysis of two or more of your favorite snacks or desserts. Which offers the best nutritional value? Which is the highest in kilojoules?
  - Could the following people safely follow a vegetarian diet? Why or why not?
    - a pregnant woman
    - a ten year old boy
    - a diabetic
    - an overweight teenager on a reducing diet.
  - Prepare a questionnaire to find out peoples attitudes toward vegetarianism. Read Chapter 13 "The Future of Food" for additional ideas for questions. Administer your questionnaire to various people in your community and analyse your results. It may be interesting to compare the attitudes of various groups, for example students vs business people.

## Chapter Eight...



## SENSORY PROPERTIES OF FOOD



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## **FOOD SCIENCE STUDENTS**

**Sexsmith, School**

**SEXSMITH, Alberta**

**Teacher: Dorothy Kusyk**



**The members of our group:**

**Left to Right:**

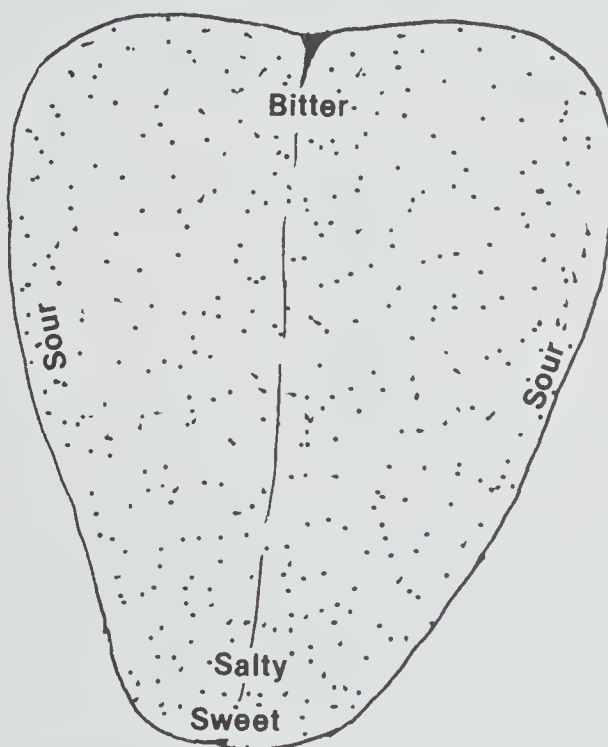
**Donna Robinson, Chuck Lewis, Sandra Floen.**

There are a number of factors responsible for our attraction to food. These factors appeal to our senses. Some are very obvious and some are almost unconscious. To find out more about these factors and the influence they have on the appeal of food, we decided to do some research and conduct an experiment. Through our research we learned the following...

Whether or not a food tastes good to us depends on our reactions from two senses - the sense of taste and the sense of smell. Together taste buds located on the tongue, and the upper area of the nose which responds to odors give us a sensory impression of food called flavor. Flavor, combined with the appearance of the food, the feel of the food in one's mouth and the sound when eating the food determines its palatability.

Our tongues sense four primary tastes. Taste buds which sense sweet are at the tip of the tongue, salty a little further back, bitter at the back of the tongue and sour on the sides. The food substances must be in solution in order to stimulate the taste buds. In order to sense the odor or aroma of food the substance must exist as a gas. This is why hot foods have much stronger odors than cold foods.

**The human tongue senses  
four primary tastes.**



The odor of a food often influences our opinion of that food even before we taste it. For some people the odor of canned oysters discourages their desire for eating the oysters. On the other hand a well seasoned stew simmering on the stove may stimulate the appetites of these same people and enhance their enjoyment of eating it.

Our enjoyment of meals depends on other factors besides taste and odor. The color of food affects our reaction to the meal. If someone were given a blue colored food in the main course of a meal this person might be hesitant to taste it simply because we have very few blue colored foods. Many people would expect a yellow pudding to taste like

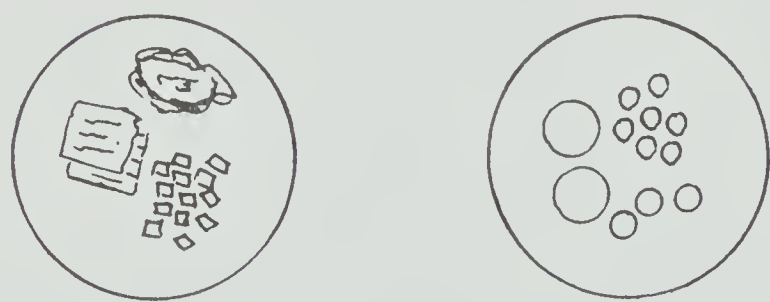


lemon or banana; they certainly wouldn't expect a cherry flavor, and some wouldn't even recognize it due to the unrelated color. A pleasant color combination enhances everyone's appetite and enjoyment. A meal of similar colored foods like boiled white fish, creamed cauliflower and mashed potatoes is not nearly as appealing as a color variety such as red salmon steak served with a crisp green salad and a baked potato.

A variety in texture is also important. We enjoy the crunch of toast with a soft egg. The way food feels in one's mouth determines the enjoyment of a meal. The white fish meal described above lacks a variety in texture whereas the salad provides a pleasant contrast to the salmon and potato in the second meal. A meal of similar textures is boring and not at all palatable.

The temperature at which a food is served affects our acceptability of that food. We grow accustomed to eating certain foods hot, some foods at room temperature, and other foods cold. Very often a person being served Vichyssoise (a chilled soup) for the first time does not find it appealing because this person has learned to associate soup with a hot, steaming bowl of liquid.

Foods served together in a meal are more appealing, if they are of a variety of shapes. Imagine a meal of meatballs, whole new potatoes and whole baby beets. Would you not find the same foods prepared as meatloaf, mashed potatoes with gravy and cubed harvard beets more appealing?



Even though we do not all enjoy eating the same food, most of us react more positively to a meal served with variety in its sensory qualities than to a meal that lacks variety. The sensory properties of food which we should attempt to achieve variety in for meal planning are taste and odor, color, texture, temperature and shape.



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## OUR EXPERIMENT...

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We conducted an experiment to find out if color would influence people's attitudes toward food. using a basic muffin recipe we prepared five color variations. One variation was the basic muffins themselves. Three variations had food coloring added to the batter to produce blue, green, and pink muffins. The fifth variation resulted in a pale brown muffin produced by using brown sugar in place of white.



**BASIC MUFFINS**

**Two Servings**

**Six Servings**

175 mL	flour	500 mL
25 mL	skim milk powder	75 mL
15 mL	sugar	50 mL
pinch	salt	1 mL
7 mL	baking powder	20 mL
15 mL	oil	50 mL
15 mL	egg, slightly beaten	1
75 mL	water	250 mL



1. Sift dry ingredients together into a mixing bowl.
2. Into a separate mixing bowl combine the beaten egg, oil and water.
3. Make a well in the center of the dry ingredients and pour the egg mixture into it.
4. Do not overmix the ingredients. Stir only until all the dry ingredients are moist. The batter should be lumpy.
5. Grease bottoms of muffin wells and fill two-thirds full.
6. Bake at 200°C for 15 to 20 min.
7. Remove from the pan and place on a wire rack to cool.



We tested a sample of students from our school in grades four to twelve and a sample from the general public. Each person being tested was given the five muffins to taste. Subjects were asked to write the color of the food, to explain the taste of the food and to state whether it reminded them of any particular food or flavor, and to describe the texture of the food from a choice of words presented.

People frequently responded that the brown sugar muffins were harder than the others, the colored muffins were softer than the others, and the colored muffins had fruit flavors like cherry, strawberry or blueberry.

We concluded that the color of the muffins influenced some people's perception of the taste and texture of the muffins. Some people expected the muffin to have a certain texture or flavour before they even tasted it.





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# GET INVOLVED!

1. Is the color, flavor, texture, temperature and shape of food important when trying new foods? How can you make a food appealing when introducing it to a young child for the first time?
2. Plan an attractive and appealing meal which incorporates variety in the sensory properties of food discussed in this chapter. Prepare and serve this meal for your family. Note their reactions.
3. Why does food tend to have very little flavor when a person has a cold?
4. Get permission from the manager of a local grocery store or supermarket to set up a "How's Your Sense of Taste?" experimental demonstration in the store. You might set up two tables, one being a "Primary Taste Identification" table. Here, people are asked to identify the primary taste of different solutions, one of which they are told is distilled water. Prepare the solutions as follows:

SOLUTION	CONCENTRATION	PRIMARY TASTE
1. citric acid	1 mL/1075 mL water	sour
2. caffeine	1 mL/ 750 mL water	bitter
3. sodium chloride	1 mL/ 850 mL water	salty
4. sucrose	1 mL/ 250 mL water	sweet
5. distilled water		no taste

So that you can test more than one person at a time, you may wish to provide sheets with the numbers of the solutions on them for the subjects. to fill in.

The other table could be a "Flavor Identification" table, where the people to be tested are first blindfolded. They are then given a small sample of different kinds of fruit or vegetable juice and asked to identify the flavor of the beverage. Another variation of the "Flavor Identification" experiment is to cut up a number of raw vegetables and fruits into identical sized cubes. Give one of each kind of cube at a time to the blindfolded subject, and ask the person to identify the food he or she is tasting.

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## Notes...

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## Chapter Nine...



## OUTDOOR COOKING



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**Food Science 10 Class**  
**Ft. Francis High School**  
**CALGARY, Alberta**  
**Teacher: Jane Sereda**

This year, our Food Science 10 class explored some new cooking methods and recipes, ideal for campsite preparation. We spent two mornings outside testing our firebuilding and food preparation skills.

The first morning we were in one of the enclosed courtyards of the school. (St. Francis High School has two of these 'oases' inside). There we tried our hand at cooking on our 'tin can stoves' with 'buddy' burners, and cooking with sticks and foil over barbeques we converted out of garbage can lids. Most of these methods are well explained in a book call **ROUGHING IT EASY** by Dian Thomas.

After the experience, the class set to work in their cooking groups to plan for a morning outing at Bowness Park, a large, well treed park along the Bow River in Calgary. Here we had to cook with wood fires, either in a fire pit, or on the small cookstoves provided.

Prior to the cooking and eating, we spent some time demonstrating our skills in the proper use of an axe and building good cooking fires. We also had a contest that was fun. Each group was given a 50 metre piece of rope and a large garbage bag. The race was on to see which group could get **all** their food stored three metres above the ground and at least one metre from the trunk of the tree. This is a good thing to know how to do if you are camping in bear country. After that bit of excitement and exercise, we got down to the "serious business of cooking." Here are some of our recipes...

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## **THE GOPHERS**

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Group Members:

Jamie Vargo  
Joanna Benincasa  
Eva Newwirth

Sandra Picard  
Kim Nistor

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# COURTYARD BARBECUE

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We had a small barbecue out in the school courtyard. We made barbecues from the lids of garbage cans and stoves out of tin cans. Our Franks in Jackets turned out very well but took longer to cook then we had anticipated. It was a good experience prior to our cookout at Bowness Park.

---

## FRANKS IN JACKETS

### Two Servings

4	frankfurters
175 mL	biscuit mix
40 mL	milk

### Six Servings

12
500 mL
125 mL

- 
1. Mix together biscuit mix and milk. Knead the dough till soft and smooth. Roll out thinly on smooth clean surface (instead of rolling pin, you can use a round stick, a pop can or the side of a pot).
  2. Preheat frankfurters before placing in dough. Cut as much dough as needed to wrap dough tightly around weiner. Make sure the frank is completely covered.
  3. Place wrapped frank on a stick and cook over a moderately hot fire till dough is evenly brown.



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## BOWNESS PARK COOKOUT

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We had quite an experience while making and eating our Bacon-dogs. We found that unless we overcooked the frankfurters, the bacon would not get crisp. So what we did was feed the bacon to the gophers, who live in Bowness Park. One of the gophers got greedy. He tried running away with a whole strip of bacon. The bacon was in his mouth and dragging through his legs. His tripping and stumbling made quite a comical scene.

The gophers kept coming back for more all day.

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## BACON-DOGS

### Two Servings

4	frankfurters
2	slices processed cheese
4	slices of bacon (partially cooked)
4	hot dog buns

### Six Servings

12
6
12
12



- 1. Slice the franks down the middle lengthwise leaving the ends unsliced.
- 2. Take the cheese and fold it in half. Put half a slice of cheese in each frankfurter.
- 3. Wrap the slices of bacon around the frank.
- 4. Cook over fire in a stick. When ready, serve in a hot dog bun.



Next time we think we might not use bacon to hold the hot dog together. We may use toothpicks and call them Cheese Dogs, or we may try partially cooking the bacon first.

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## CHOCOLATE BANANA FRITTERS

**Two Servings**

**Six Servings**

2	bananas	6
175 mL	biscuit mix	550 mL
40 mL	powdered milk	125 mL
125 mL	water	375 mL
45 mL	chocolate chips	125 mL
5 mL	sugar	15 mL

---

- 1. Slice bananas in half width-wise.
- 2. Mix water and milk powder.
- 3. Combine biscuit mix and sugar. Add milk little by little, just enough to make a stiff dough.
- 4. Form dough into a ball. Place on a flat surface and roll out.
- 5. Wrap bananas individually with dough and fry over medium heat.



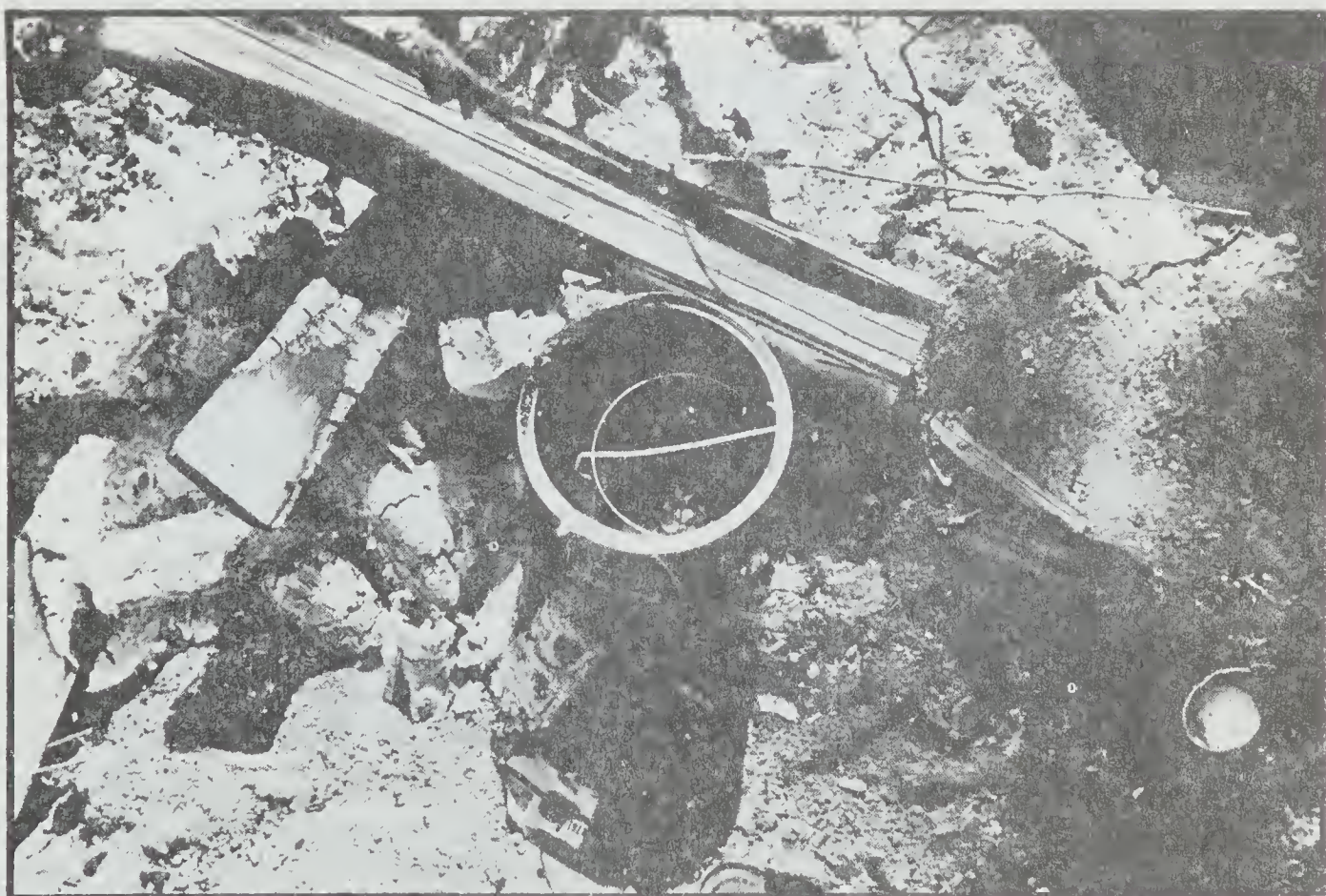


6. In a double boiler, melt chocolate chips and top the banana fritter with melted chocolate. (See double boiler method below).



## DOUBLE BOILER METHOD

We discovered that chocolate will burn while cooking unless we use the double boiler method.



Take a large tin can and fill with 2 inches of water. Put a smaller can inside the large can. Place this over the fire.  
BON APETIT!





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## FISHY FOURSOME

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Groups Members:

Gwenda Thomson  
Kim Nistor

Barb McMillian  
Vando Torriers

Our group of intrepid cooks, Barb, Kim, Gwenda and Vando, selected the following menu for our cookout:

**Baked Fish and Vegetables  
Bannock on a Stick  
Lemonade**

We began by chopping wood and burning a fire. We built our fire by placing some small tinder at the bottom of a fire pit, then we covered the tinder with some bigger pieces of wood called kindling. When the tinder was lit it also ignited the kindling and our fire was started. When the flame was big enough we placed some larger pieces of wood on it for fuel. The best fire for cooking is red hot coals, so we waited until our fuel was finished burning which left us with red hot coals.

One should not cook over an open flame because a flame will scorch the food, and is not enough to cook the food thoroughly without burning the outside.



Bannock being cooked on sticks. To help preserve the trees, we used metal sticks instead of wooden branches. The foil dinners are cooking on the coals. The pie plate you see in this picture is an upside down cake being prepared by the Hot Stuff Firefighters.

We placed the aluminum foil dinners right in the coals to cook and cooked the bread sticks above the coals. Somehow, cooking over an open fire is more fun.

---

# BAKED FISH WITH VEGETABLES

Two Servings

Six Servings

2	whitefish fillets	6
2	medium potatoes	6
2	small carrots	8
50 mL	margarine	125 mL
	aluminum foil	

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For each serving:

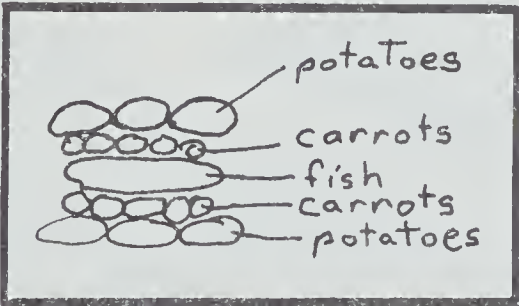
1. Slice thinly and at a slant one potato and one carrot.
2. Line bottom of a piece of foil with half the potatoes and then half the carrots.
3. Place one fish fillet on top of vegetables, place half the remainder of vegetables on top of fish.
4. Dot 25 mL of margarine on top and season with salt and pepper.
5. Wrap tightly using the drugstore wrap. (The top is folded down and then the sides are folded in.) Wrap a second time in aluminum foil.
6. Lay on hot coals for about 30 min. Turn frequently to prevent vegetables from burning.



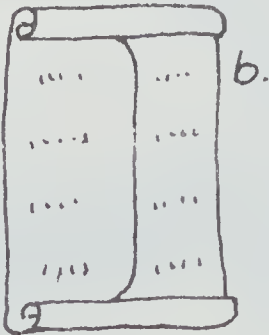
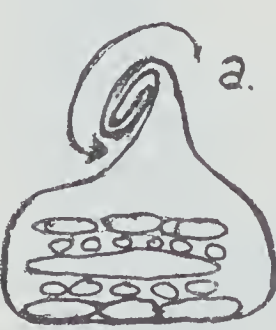
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## DRUG STORE WRAP

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- 1) Cut off piece of foil 3 times the width of food being wrapped.
- 2) Place the food in the middle on the shiny side.



- 3) Use drug store wrap by putting together at top.
  - a. roll sides down in small folds.
  - b. roll ends down in small folds.





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## BANNOCK ON A STICK

### Two Servings

250 mL	flour
10 mL	baking powder
1 mL	salt
100 mL	water

### Six Servings

750 mL
30 mL
3 mL
300 mL

---

1. Combine all dry ingredients in plastic bag. (Sandwich or bread bags work well.)
2. Pour water in bag.
3. Combine thoroughly, by squeezing the bag.
4. With your hands, wrap dough around sticks and cook over hot fire until the outside is light brown. \*If your hands get full of dough, rub hands together to remove dough.

We enjoyed this outing very much. It provided us with a little bit of experience in outdoor cookery, and enabled us to see just how much planning must go into cooking in the outdoors. Our meal turned out quite well. The fish would not be practical to take backpacking because fish does not keep well. The recipes we used would be very good for a home barbecue.

• • •



Cooking spaghetti and meat sauce on an outdoor campstove.

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# TIN CAN GANG

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Group Members:

Gail Bogstie

Cathy Daniel

Karen Olechow

Ken Undershill

On our cooking trip to Bowness Park we made a relatively easy and nutritious meal:

Spaghetti and Meat Sauce

Garlic Bread

Banana Delights

Our meal was cooked on an outdoor campstove with a wood fire in it. This same meal can be cooked on a campfire by setting the cans right in the flames.

We made our cook cans. Karen brought large empty ketchup cans from where she works. We cleaned them well, then Cathy punched two holes with a nail on opposite sides of each can at the top. We then took a coat hanger and cut the coat hanger to make a good sized handle. Then we put the ends of the coat hanger through the two holes twisting the ends back around the handle.

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## SPAGHETTI AND MEAT SAUCE

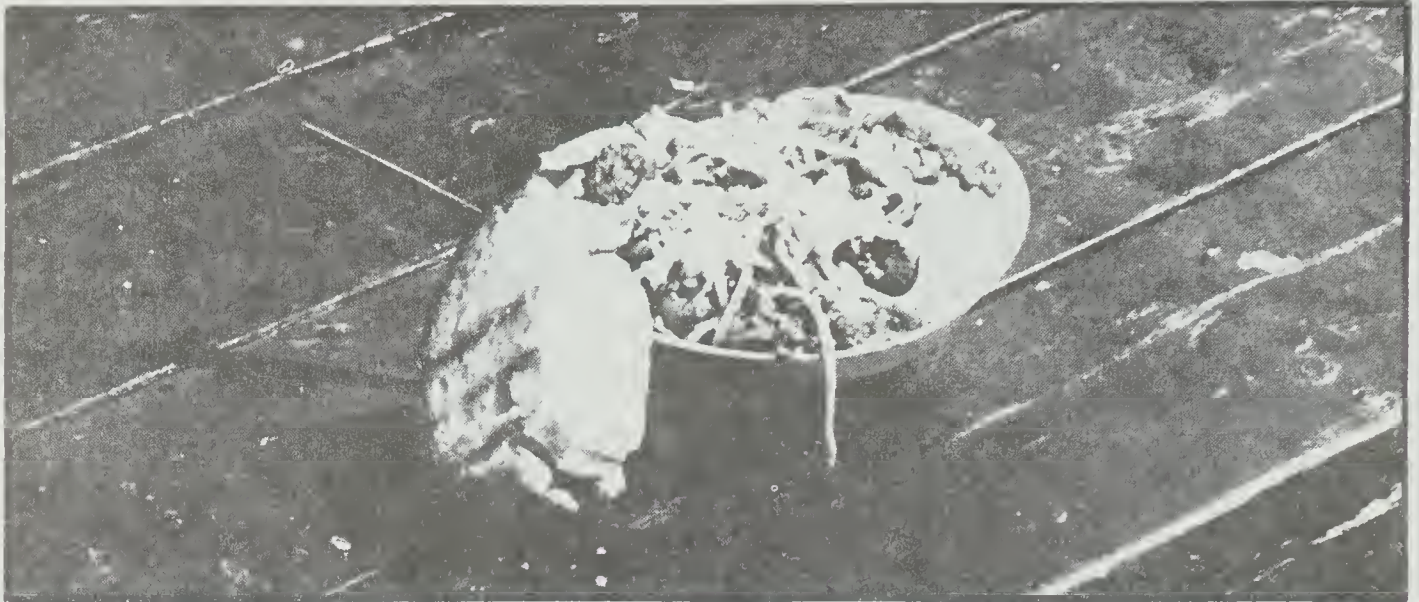
Two Servings

Six Servings

275 g	spaghetti	800 g
200 g	ground beef	500 g
0.2	medium onion (finely chopped)	0.5
40 mL	mushrooms	125 mL
100 mL	tomato soup	275 mL
50 mL	tomato paste	150 mL
pinch	pepper	1 mL
1 mL	salt	2 mL
pinch	ground cloves	1 mL
1 mL	sweet basil	2 mL
0.3	bay leaf	1
5 mL	oil	15 mL

- 
1. Saute ground beef and onions in a frypan until lightly brown. Add mushrooms and saute for 5 min more.
  2. Add the tomato soup and paste, all spices and the bay leaf to the meat. Cook for 15 min stirring occasionally.
  3. Bring water to boil in a tin can. (Fill can half full.) When water comes to a boil add the salt and the oil to it. Then add spaghetti and boil until noodles are soft, but not mushy.
  4. Pour sauce over spaghetti and top with parmesan cheese if you wish.





Spaghetti and meat sauce with garlic bread. Look delicious? It was!

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## GARLIC SPREAD

### Two Servings

35 mL  
1 mL

margarine  
garlic powder

### Six Servings

100 mL  
3 mL

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1. Cream margarine in a bowl and add garlic powder. Stir until mixed well.
2. Spread on bread and cook wrapped in foil or brown over a flame.

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## BANANA DELIGHT\*

### Two Servings

2  
150 mL  
100 mL

bananas  
miniature marshmallows  
chocolate chips  
aluminum foil

### Six Servings

6  
450 mL  
300 mL

---

For each serving:

1. Peel back one section of the banana skin and cut out lengthwise a wedge shaped section.
2. Fill with 75 mL marshmallows and top with 50 mL chocolate chips. Cover with peeled back skin.
3. Place on aluminum foil and wrap.
4. Place in hot coals for approximately 10 min turning every 3 min

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\*Banana Delight was adapted from the recipe "Banana Boat" by Dian Thomas, *Roughing It Easy*, Warner Book, Brigham Young University Press, 1974, p. 220.

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# HOT STUFF FIREFIGHTERS

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Group Members:

Marilyn Heinen  
Susan Craco

Helen Antokowiak  
Bev Graff

Having had a little experience in the outdoors, our group went out on our field trip feeling quite sure of ourselves. Everything worked out great up until the main course when we became so involved in eating our dinner that we forgot our cake on the fire. Well, when we finally did remember it, it was beyond help. We didn't have any dessert that day. We are sure we won't do the same thing twice!

Our tried and tested recipes include:

- Bacon Mushroom Burgers
- Indian Fry Bread
- Pineapple Upside Down Cake



Burgers being turned in back of stove. Indian Fry Bread about to be fried. If you like your bread thick; this is the way to do it.

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## BACON AND MUSHROOM BURGERS

Two Servings

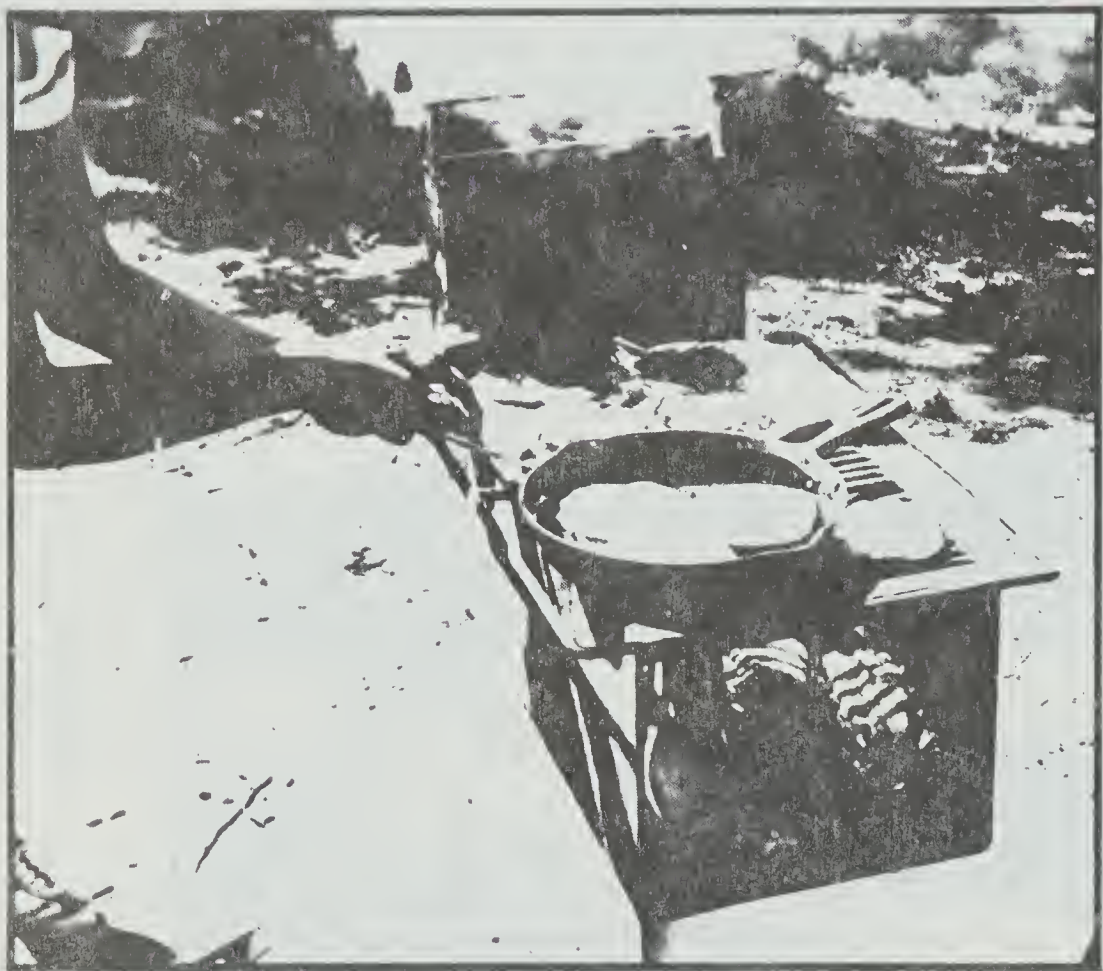
Six Servings

200 g	ground beef	600 g
25 mL	chopped mushrooms	75 mL
2	slices of bacon, cooked & crumbled	6
15 mL	onions, chopped	45 mL
2 mL	Worcestershire sauce	5 mL
pinch	salt	2 mL
2	cheese slices (optional)	6

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1. Combine ground beef, mushrooms, bacon, onions, Worcestershire sauce and salt.
2. Form into patties with wax paper between them. This can be done at home and brought to the campsite frozen and thawed in a plastic bag.
3. Barbecue on top of a grill on slightly greased aluminum foil for 5-8 min. per side. Add a cheese slice if desired and serve on Indian Fry Bread.



Fry Bread being cooked on the grill and in the pan.

Hamburgers are still cooking.

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## INDIAN FRY BREAD

### Two Servings

250 mL	flour
3 mL	salt
5 mL	baking powder
75 mL	water
40 mL	lard or oil for frying

### Six Servings

750 mL
10 mL
15 mL
225 mL
125 mL

- 
1. If desired, pre-mix dry ingredients in a plastic bag. Add water to dry ingredients to form stiff dough.
  2. Knead until dough is thick and elastic. Form into 1 cm thick round patties.
  3. Fry in 5 cm of lard or oil until brown on both sides; or for drier bread with less kilojoules, place directly on the grill.



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## PINEAPPLE UPSIDE-DOWN CAKE

**Two Servings**

**Six Servings**

3	pineapple slices	1 can
3	maraschino cherries	8
40 mL	brown sugar	125 mL
10 mL	pineapple juice	25 mL
0.3	light cake mix, with additional ingredients shortening, for greasing pan	1

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For the recipe for two, use a 1 L pie pan and a smaller pie pan as a lid. For the recipe for six, use a heavy frying pan with foil as a lid.

1. Cover baking pan with aluminum foil and grease well with shortening.
2. Lay pineapple slices on bottom of pan. Place a cherry in the centre of each slice.
3. Sprinkle brown sugar over pineapple and add juice.
4. Mix cake according to package directions. Pour cake batter over pineapple slices.
5. Place lid over cake. Set cake pan in heat. Bake for 30 to 45 min.



**Be sure not to do this!! Carefully watch and time cake.**



## GET INVOLVED!

1. Contact the Home Economist working for your local utilities companies (gas and electric companies) and the Department of Agriculture. Ask them to send you any information they might have on backpack and camp cookery.
2. Contact your local YMCA or Department of Recreation and ask to have someone come and speak to your class and demonstrate how to build a cooking fire. Arrange to use a nearby park or the school grounds if it is allowed. Be sure to bring enough food for everyone to have a taste.
3. Plan an “outdoor meal” with other members of your family. If the idea is very new to them, plan your first meal in your backyard or in a nearby park.

## Notes...

[illegible]

## Chapter Ten...



## THE HISTORY OF ATHABASKA LANDING



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**Food Science 10**  
**Edwin Parr Composite High School**  
**ATHABASCA, Alberta**

**Teachers: Eleanor Staszewski**  
**Vicki Lyall**



**Left to Right**

**Back Row: David Minns, Allen Betts, Martin Bowzaylo, Greg Topola, Michael Byrtus.**

**Fourth Row: Mrs. Lyall, Maureen Sauer, Neil Schwaga, Dale Kapitaniuk, Tom Pearson, Grant Breckenridge.**

**Third Row: Sheila Bahry, Louise Knight, Sorena Cross, Donna Lebid, Marcel Casavant, Darrell Kolasa, Mrs. Staszewski.**

**Second Row: Carol Nazaruk, Christle Gordichuk, Evangeline Krawec, Laura Gerlach, Brenda Kuzyk.**

**Front Row: Kevin Newberry and Terry Martin.**

**Missing: Ross Otterbein, Randy Swan and Robbie Minns.**

### **CREDITS**

- Senior Citizens of Athabasca who provided us with most of the information in our chapter.
- Athabasca Library for allowing us to photograph pictures in their collection and for lending us research materials.
- Provincial Archives of Alberta, photographs from the Ernest Brown Collection.
- E.P.C. Photography students for developing some of our photographs.

We dedicate this chapter to the senior citizens of Athabasca who played a role in the development of our community.

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## HOW WE GOT STARTED:

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When our teachers asked us questions about food production and acquisition around Athabasca at the turn of the century we discovered that few of the students really knew much about the history of this area. So to find out we decided to participate in a community research project.

We started the class discussions to determine what we knew about the history of our community. Then we checked out local resources; the school library, the town library, the town hall. We found very little recorded local history which related to the acquisition or production of food.

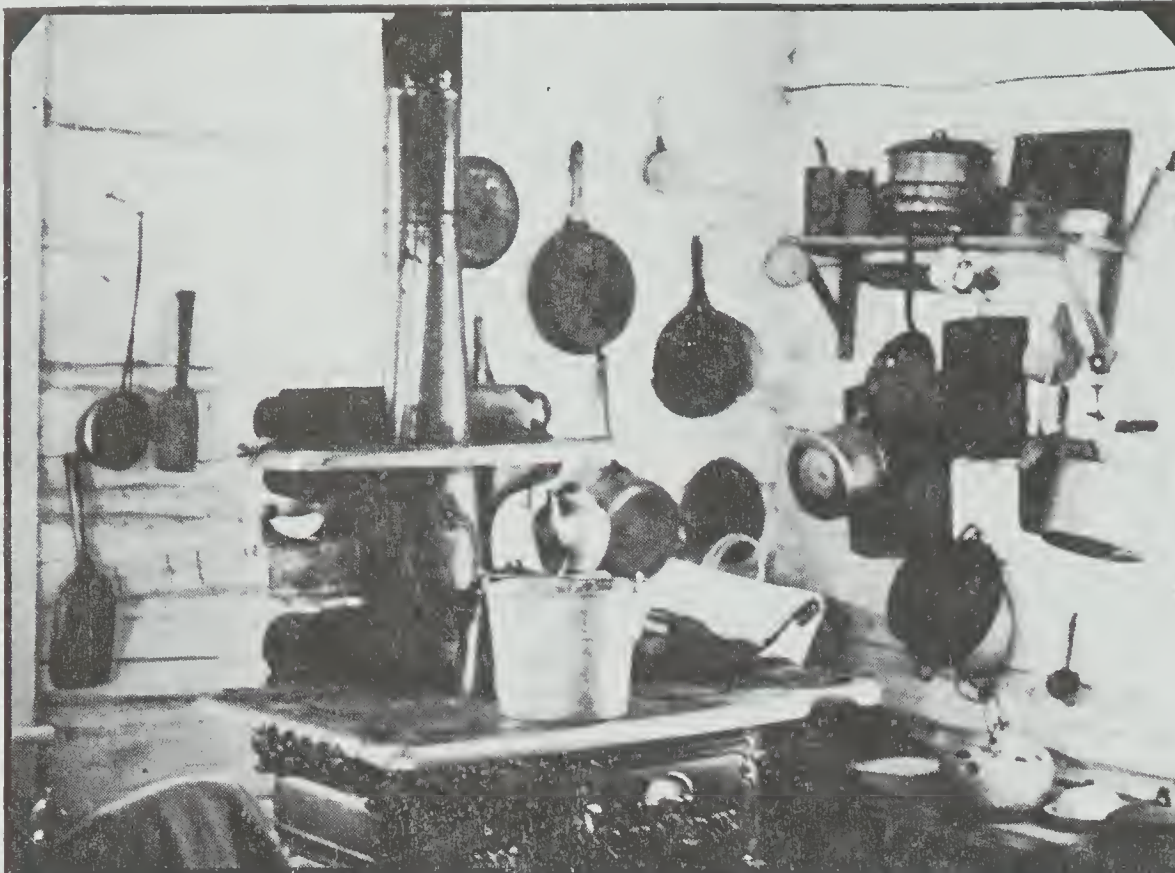
The senior citizens of the community were our chief source of information. Before we went out to talk to Athabasca's "oldtimers" we practised interviewing techniques in class. The psychologist from the local Preventive Social Services office spoke to our class on the skills and techniques of effective interviewing. Roleplaying activities gave us the opportunity to practice the skills with each other.

Our interviews with Athabasca's senior citizens proved to be far more exciting than any of us had imagined. Not only did we learn a tremendous amount about local history, we also discovered many interesting people and made some new friends. A couple of the boys found some new competition for a game of pool at the Athabasca Billiards. Since they never did report who won we can only guess that experience won out over youth!



Once our research was underway, our teachers arranged a field trip to Fort Edmonton. This experience brought to life much of what we were hearing about and writing about in Athabasca.





A typical  
Alberta turn  
of the century  
farm kitchen.

Photographed  
at Fort  
Edmonton  
Park.

Getting lunch ready. "Well, where  
did the guys' go?" The girls found  
that some things haven't changed  
much since the early Fort  
Edmonton days!



We made a new friend at Fort  
Edmonton, but our bus driver  
wouldn't let us bring him home!



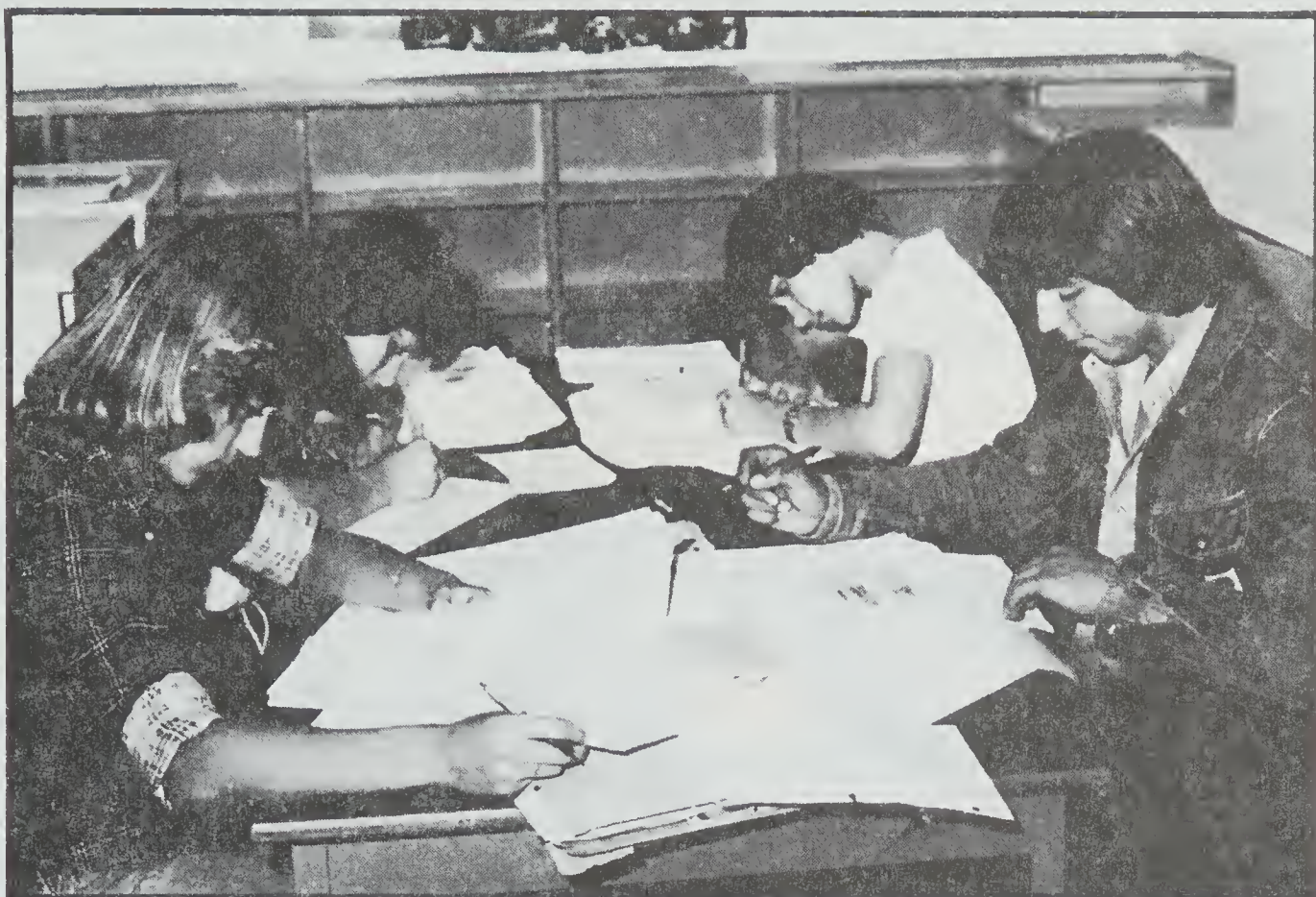
Ross is examining the  
outdoor dutch oven



used for baking bread at Fort Edmonton Park.



With the information we gathered we prepared written reports. From these reports Angie, Christie, Carol and Dale organized this chapter with help from Mrs. Staszewski and Mrs. Lyall. We got so caught up in the history of our community that much of the information collected strayed from the topic of food production and acquisition. Learning about the history did however, enable us to understand the struggle and hardships experienced by the pioneers in acquiring and producing enough food for their families, something we take very much for granted today.



Our editors, left to right: Christie, Angie, Carol and Dale, who organized the information from our written reports for this chapter.

Our personal reactions to the project were included in our reports. Here are some of those reactions:

"It helps to find historical information by listening to stories from the lives of people who lived here. I'm glad we first learned what to look for and how to interview."

"I had a lot of fun doing the project, but it was a lot of work."

"This project encouraged us to talk with the old people in our own families. We never had much to say to each other before, now we feel closer because we have something to discuss."

"Local people should get busy and record their history before it dies away."

During one of our discussions following the completion of our research we discovered that we had learned a lot about ourselves. This was a bonus that none of us had expected from the project!



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## THE TOWN

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The Native Indians were the first to inhabit this area we now call Athabasca. They lived along the banks of the Athabasca River where the hunting and fishing was best. These Indian people acquired all their food from the land.

Athabaska Landing, as our town was known in the early days, was once a bustling metropolis. Athabaska Landing dates back to 1848 when the Hudson Bay Company established a post here. Following 1848 up until the early 1900's, Athabaska Landing was the last stopping place en route to the far north. Often referred to as the "Gateway to the North", Athabaska Landing served the Slave and Peace Rivers, Lake Athabasca and other points north.

The town of Athabasca is 19 kilometres north of the exact centre of the province of Alberta. We found this rather amusing since Athabasca is often referred to as "north country."



A general view of Athabaska Landing in April of 1898. Provincial Archives of Alberta, E. Brown Collection.

In 1904 the name Athabaska Landing was changed to Athabasca. When the province of Alberta was formed in 1905, Athabasca, Calgary and Edmonton rivalled for capital status. Edmonton won that title, we believe, because she was already linked to the eastern Canadian cities by the Canadian North Railway. That same year, on May 18, Athabasca was incorporated as a Village. On September 11, 1911, Athabasca's status changed to that of town.





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## THE TRAIL

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The Landing Trail, as it was known, was roughly cut through approximately one hundred forty kilometres of trees and brush from Edmonton to Athabaska Landing. This trail was arduous to travel in any season, by any means. The Hudson Bay Company built corduroy sections on the worst parts of the trail. Aljoe MacRae, who came through Athabasca in December of 1915 at the age of nine, recalled "the cut logs that formed the cord were generally washed aside, so the traveller had to pull the cord (logs) into place. Sometimes the traveller had to stop and cut new cord from the trees at the side. Many a traveller cursed the Hudson Bay Company for the poor trail conditions."

Supplies came by wagon on the Landing Trail to Athabaska Landing where they were stored at the Hudson Bay Company warehouse through the winter. In the spring flatboats travelled the Athabasca River with food supplies and other cargo for the far north, and returned laden with furs which were traded at Revillion Brothers and the Hudson Bay posts.



Revillion Brothers warehouse and trading post.  
Provincial Archives of Alberta, E. Brown collection.

Raynor Whitely remembered the one-way, six day freighting haul on the Athabaska Landing Trail. He said, "We would haul about five tons of supplies to the Landing and return to Edmonton with a load of furs." There were stopping houses along the Landing Trail which provided good meals and a nights sleep for the freighting teams and the travellers.





Hudson Bay Company trading post on Strathcona Street in 1900.  
Provincial Archives of Alberta, E. Brown collection.

Since the Landing Trail was the only way to the Peace Country, a tremendous number of people and goods passed through our townsite. The 1898 Klondike Gold Strike had captured people's hopes and dreams, and many passed through Athabasca Landing on their travel north in search of wealth.

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## THE RIVER

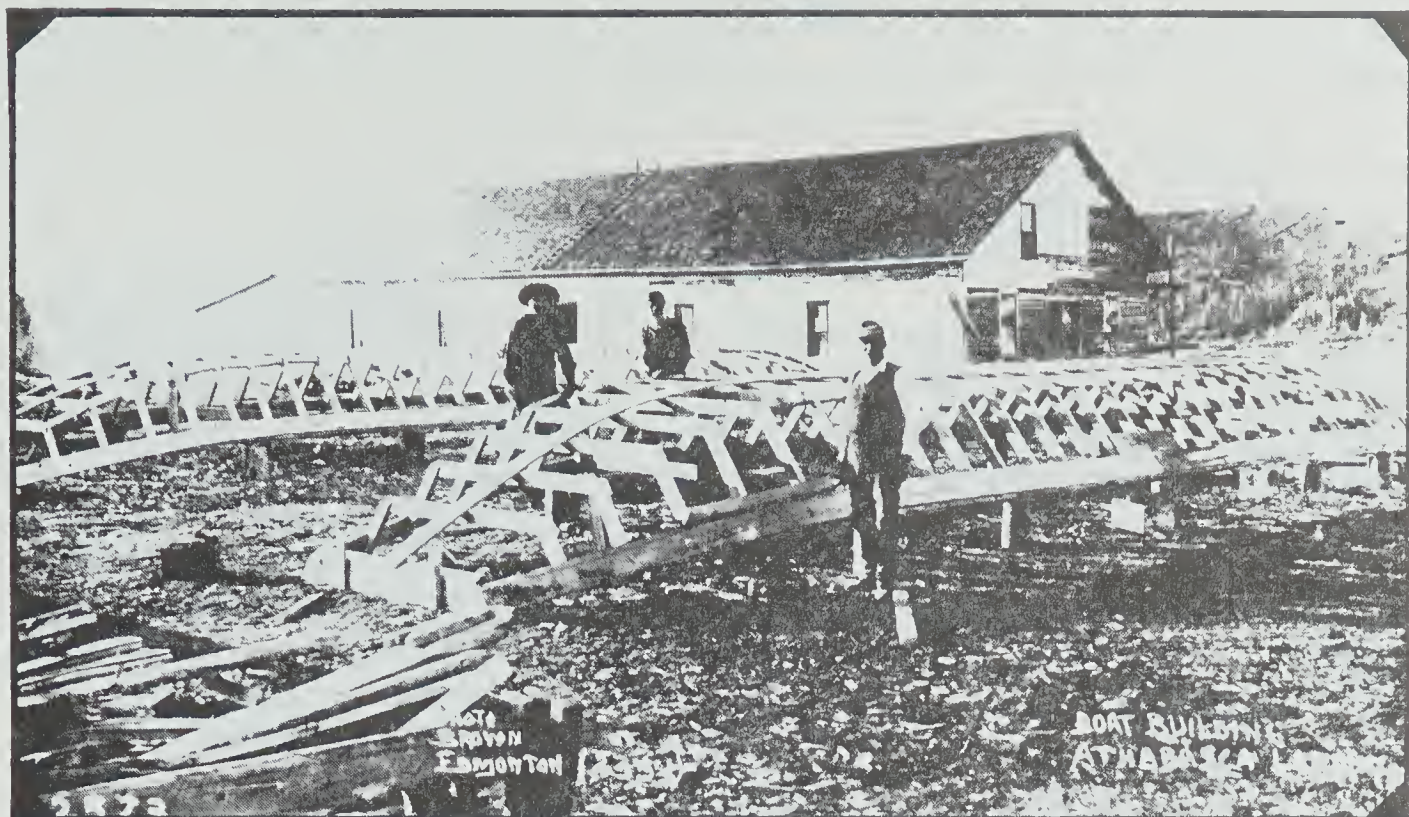
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Before the days of the railway, super highways and air travel, the mighty Athabasca River truly was the "Gateway to the North." The Athabasca River finds its source in the Rocky Mountains and flows north-east to Lake Athabasca which connects with the Peace River, and the Slave River flowing north to the Great Slave Lake. Here they meet the MacKenzie River which flows north to join the Great Bear Lake and then continues on its journey north to empty into the Arctic Ocean.

The freighting journey on the Athabasca River from the Landing north used a flatboat called a scow. Thus, it was that Athabasca Landing became the centre of the scow construction industry.

Aljoe MacRae recalls booming logs on the river, which were used in the construction of the scows. He said "The winter showed the vast scow enterprise. They were stored, bellyup, along the river banks. A man could walk on scows from the Immigration Hall, that's at the east end of town, to the west end of town, without once touching the ground. That distance is surely close to two kilometres."



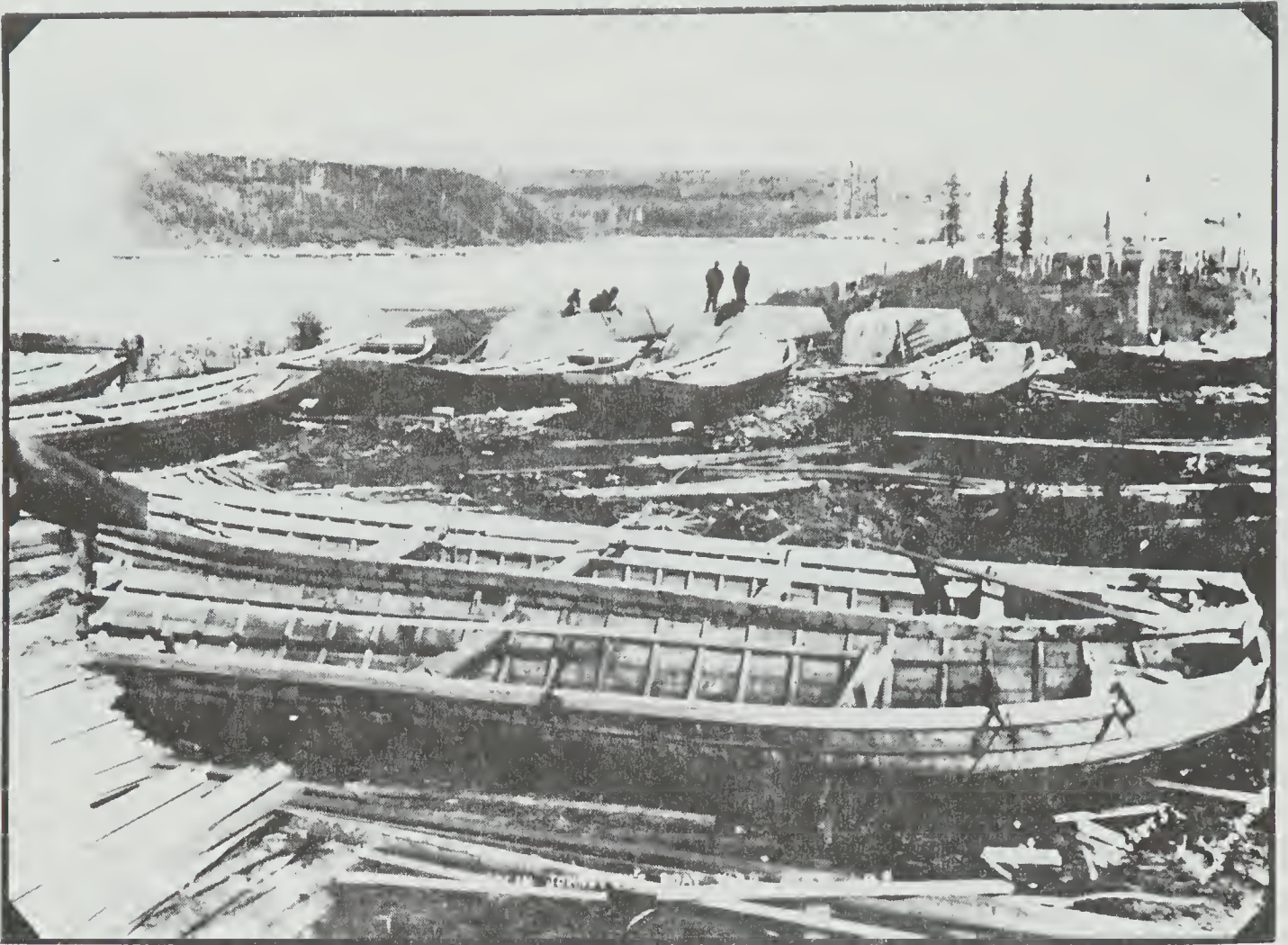


Scow construction at Athabaska Landing. Some of the people we interviewed recognized the building in the background as Immigration Hall. This was where immigrants who came to homestead in the area stayed until they could settle on their new land. Provincial Archives of Alberta, E. Brown collection.

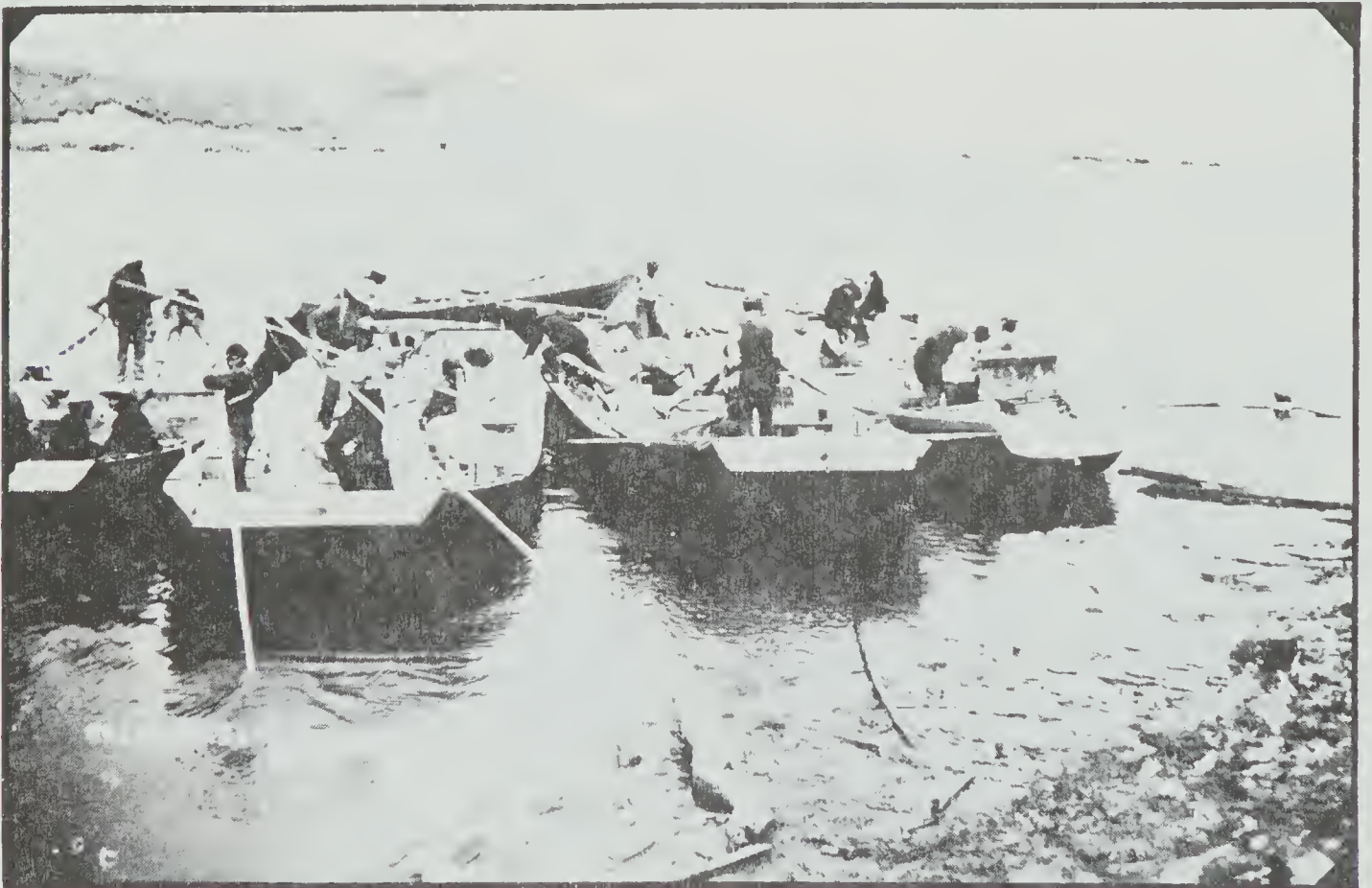


Traders and scow crewmen loading boats for the journey north. Provincial Archives of Alberta, E. Brown collection.





Colin Johnston's boat yard south along the river bank from the main business section of Athabasca Landing. Provincial Archives of Alberta, E. Brown collection.



Colin Fraser's boats loaded with supplies for the north, leaving Athabasca Landing.

The scows were built 18 meters long, with wide, flat bottoms. They had to be built flexible enough to run the rapids without damage. Each scow was manned by a steersman who knew the river, and a crew.



The Athabasca River has a number of sections of rapids, the most treacherous of which are the Grand Rapids. On the less violent rapids the scows were pulled through by the “tracking” crew who walked the river banks pulling ropes attached to the scows. Many of the pioneers remember tales of crew members who witnessed tragic scenes of men caught in the ropes and either dragged or drowned before a rescue was managed.



The difficulties of tracking the rapids on the Athabasca River. Note the men tracking the scow in the right foreground. Provincial Archives of Alberta, E. Brown collection.

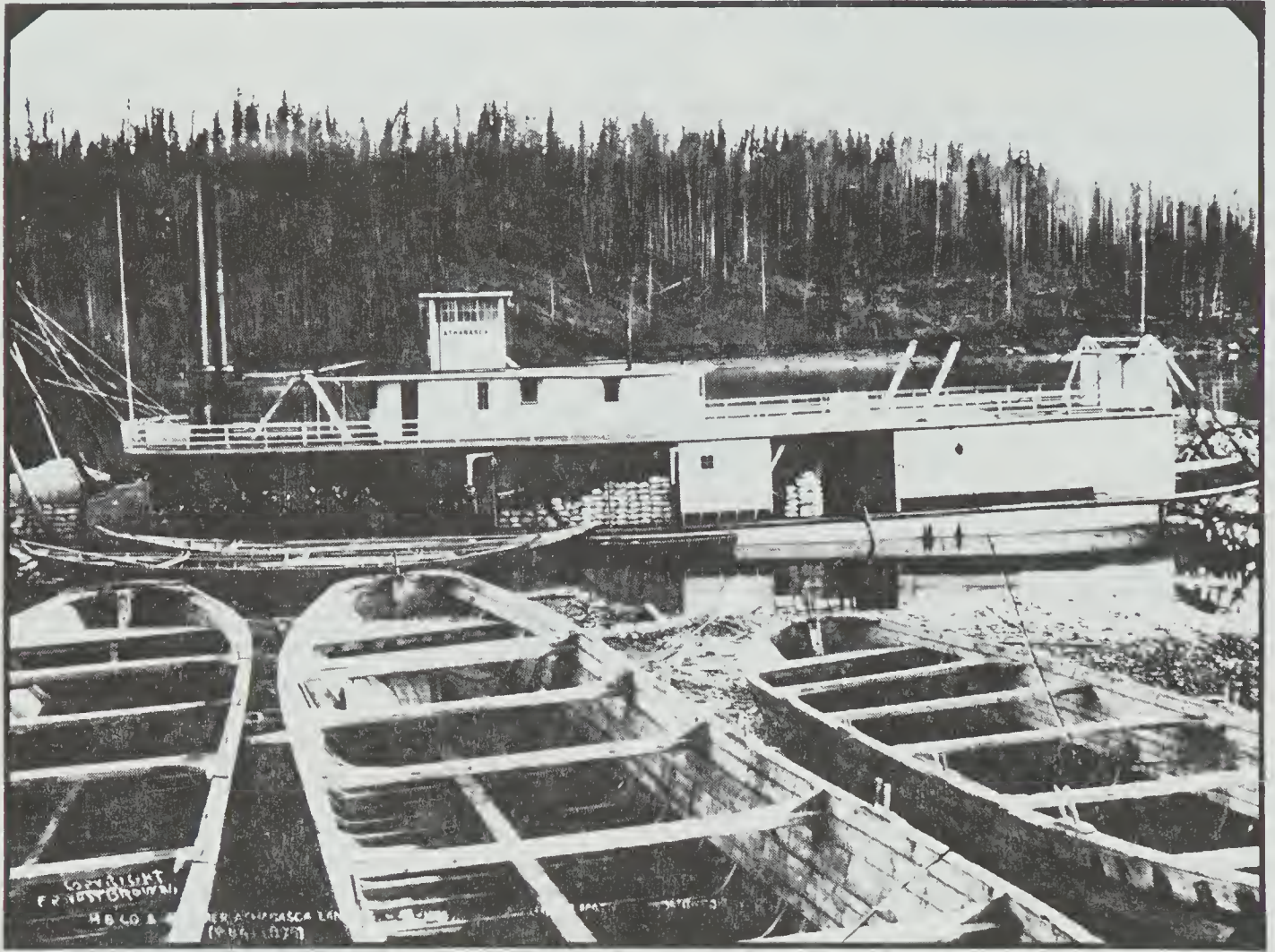
At the Grand Rapids a land track, similar to the railroad, was built on the island which runs the length of the rapids. The track was used to move the unloaded cargo to the end of the Grand Rapids. Parts of that old track still can be seen on the island.



Hudson Bay Company boats coming to the island surrounded by the Grand Rapids. At the south end of the island, supplies are unloaded from the boats and transported to the north end via a rail track. The boats are pulled through the rapids by the tracking crew and reloaded at the north end of the island.



Many of the scows were disassembled and used for building materials at their northern destination. The crew on such trips, either walked back to the Landing or as far as the Grand Rapids where they sought passage with the Hudson Bay Company steamer called the Athabasca. That steamer only went as far as the Grand Rapids.



The Hudson Bay Company's stern-wheeler steamer, the Athabasca, at Athabaska Landing, 1896. Provincial Archives of Alberta, E. Brown collection.

The Provincial government ferry which began operation in 1906, speeded the traffic flow between river banks at Athabasca. Arlo Rooke recalls, "Admission was not charged, unless the hour was wee in the morning and the ferryman in a foul mood."

The ferry held three teams of horses or two motorcars and operated during the summer until 1952 when a steel bridge was erected. From late fall until spring thaw, ice conditions ceased ferry operations. In its place a six man carrier cage was used. It was slung from pulleys that ran on the ferry cable. Semi-retired school teacher, Alice Donahue, often rode this contraption during 1938 to reach the Fairhaven School north of the River. "It was not uncommon while riding the cage," remarked Mrs. Donahue, "to get one's feet, or more, wet at times!"

Hogs were also carried across on the cage. That must be why Arlo Rooke remembers it as the "oversize pig crate."



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## THE RAILWAY

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By 1913 the railway had reached Athabasca from Edmonton. With it came a tremendous influx of settlers, most of whom were immigrants to Canada. The railway also brought to an end, the era of "Athabasca, The Gateway to the North."

Prior to 1920 two new railways had been built out of Edmonton. The Northern Alberta Railway to Waterways and the Edmonton Dunvegan and British Columbia Railway to the Peace River country. Up until this time all freight had gone to Athabasca by wagon and then via the Athabasca River to the Peace country. A few years later the Alberta Great Waterways Railway swung through Fort McMurray. This circumvented the obstacle Grand Rapids, so the goods to the far north now could be sent direct by rail instead of wagon freighters and scows.

So it was that these new routes to the North made Athabasca take a less prominent role in the succeeding development of the north.



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## THE HOMESTEADERS

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Following are reminiscences of a few of the homesteaders and early citizens who played a role in the development of our community.

Raynor Whitely was seven years old in 1896 when his family moved south of Athabasca to the place which his parents named Perryvale. Here they operated a stopping house on the Landing Trail until 1917. He was eleven when he joined the freighters on the Trail to drive a team, and by age fourteen he had the responsibilities of a grown man.

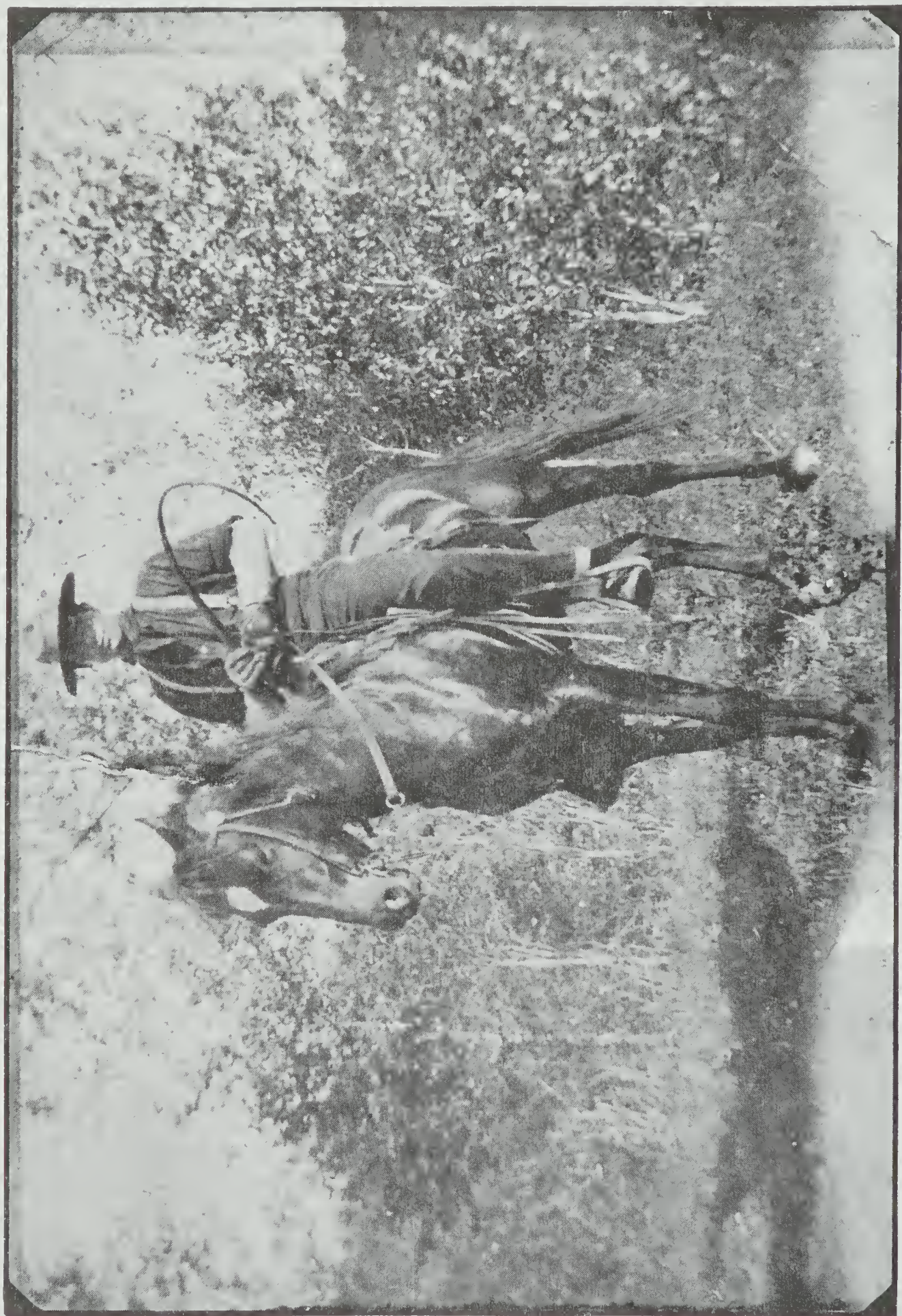
We had only a brief encounter with Mr. Whitely. It was a sad moment for all of us during a project research discussion when we learned that Mr. Whitely had passed away. The Athabasca library had an audio taped interview with Raynor Whitely from which we gained most of our information about him.

Mr. Whitely talked about many of the early settlers to this area. Billy Smith ran a stopping house on the Landing Trail "at the foot of the Big Hill" which is now called Meanook. He had the first threshing machine in the fall of 1900.

Farming was difficult. Livestock came in very slowly. Mr. Whitely remembered one of the Minns' buying a bull in Edmonton in 1904. He walked the bull too far in the summer and the bull died.

There were many businesses started in Athabasca during the early 1900's, Mr. Whitely said. Pete McDougal was the blacksmith from 1902 to 1903. Prior to setting up his shop in Athabasca he had worked with the North West Mounted Police. In 1908 Jim Daniel became the International machinery agent. Frank Falconer opened a hardware store in 1910. In 1912 George Lang had taken over the blacksmith shop. Jack Evans, who was also the town clerk, was running a lumberyard.



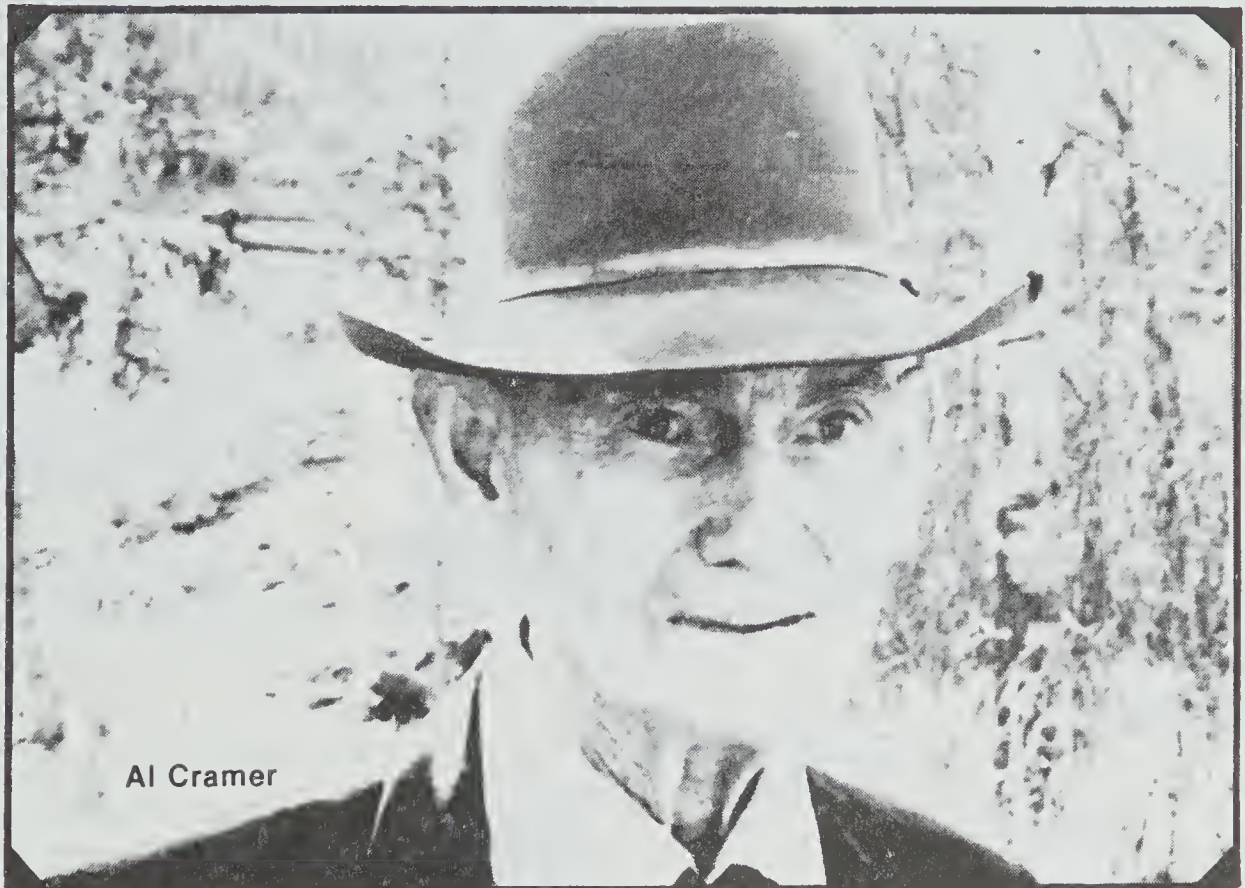


At the age of fourteen Raynor Whitely had the responsibilities of a grown man. Mr. Whitely is nineteen years old in this picture.



Mr. Whitely recalled the flood of 1904. The river breakup was tightly jammed and water spewed throughout the town businesses. The warehouses located near the river suffered greatly. The Hudson Bay Company brought in assistance from Edmonton to “dry” the freight. Bushes, fences and lines were strewn with wet goods. Many of the helpers stayed on in the area.

Al Cramer, born in 1886, had his first homestead on the Lac La Biche river. He and his family came to this area in 1912. From his land he sold almost all the lumber. Mr. Cramer told us that most of their food consisted of deer, fish, moose and some garden vegetables. Such basics as flour, sugar, molasses, and salt as well as clothing and hardware could be purchased at one of Athabasca’s general stores like Farrell’s, La Sard’s, Tupperts or McDonnall’s. Today the customer selects by personal shopping but in those days your order was given to the clerk who picked up everything for you, as you waited and visited.



Al Cramer

Leo Noddings arrived at Athabasca in August, 1910. He was then eleven years old. His family was headed for Spirit River but stayed on in Athabasca. His father was well-educated. He conversed easily with the French and Metis population. “I am sorry, in a way, that I never learned the French language, considering our country’s language bill today,” Leo said.

Leo spoke of the hospitable nature of the Indian, who went deeper into the forest to trap when the white trappers took up the areas closer to town. “The fur freighting and lumber industries were the chief occupations, and agriculture was a sideline,” Leo remarked. “The average settler only had 50 acres broken, 100 acres for a maximum plot, on which oats and barley were mostly sown. This grain was sold to the liveries and the freighters.”



Mr. Cooke homesteaded between Island Lake and Baptiste Lake, west of Athabasca in 1911, at the age of 20. He built his first house from logs. It had a sod roof. Jokingly he said, "After a hard rain it still rained inside for three days because the roof leaked so terribly."

Mr. Cooke reflected, "In 1911, Athabasca was not large, because most of the people lived on homesteads in the surrounding area. The town buildings were old looking because the owners could not afford to spend their precious money on paint."



Dale is interviewing Mr. and Mrs. Cooke in the backyard of their home in Athabasca.

Mrs. Cooke said she was lucky to have a hand operated clothes washing machine. That was a "real luxury". Mrs. Cooke heated well water for the washing machine in the fireplace or on the wood stove. Clothes were ironed with a cast iron bar that sat on the stove to be heated.

Mr. and Mrs. Wasyjczuk came from Poland in 1929, homesteading southwest of Athabasca. Mr. Wasyjczuk tells how "the land was cleared by hand and axe. Rocks were carried off the field to save the meager farm machinery from serious damage. In the first years here, the farmer pulled the plough himself, but later steer cattle (oxen) were used. Few farmers had good horses. Oxen sold at \$150 each. Crops were sown by hand broadcasting and later the farmer saved enough to buy a commercial broadcaster. Hand broadcasting was performed by the farmer carrying a 6-10 kg. grain sack slung from the shoulder. As he walked the field, he hand-threw the grain over the land.





Christie talks with Mr. Wasyjczuk about his first years in the Athabasca area.

Mrs. Hazel Minns was nine years old when she came to Athabasca in 1914. Her name was Hazel Lewis then. She and her family left a big house in North Sydney, Nova Scotia to come out west. Hazel's father had been an engineer in Nova Scotia.

"I can remember mother telling us about all the newspapers tucked in the side of the chair saying 'Go west, young man, go west.' Mother said 'The worst thing father ever did was to bring you children out west.' "

Mrs. Minns said her family's house in Athabasca was made of logs with mud between, and had a dirt floor. Some of the other houses were just canvas tents over a lumber floor with a lumber base that went



part way up the walls. "The house was so cold", recalled Mrs. Minns, "that mother never got up in the morning that her teeth weren't frozen in the cup she kept them in!"

Mrs. Minns' late husband, William Minns came to Athabasca with his family in 1906. They moved from Toronto where William's father had worked as a tinsmith. The Minns family homesteaded west of Athabasca.



In 1912 the old livery stable, which had been situated where Landing Motors is, was moved out to the Minns farm where it is still used.



Mrs. Minns is David's grandmother. David asked his grandmother about food during the early farming days around Athabasca. This is what Mrs. Minns told him: Fresh meat, which was usually deer, was obtained at least once a week since there was no place in which to freeze it. People were able to keep the meat a few days by placing it in a pail or milk can and lowering it by rope into the well. All the horses were used for work so no one could go to town to get ice.

In the summer there were plenty of vegetables from the garden. Cabbage was kept by making it into sauerkraut. In the winter the only raw vegetables available were potatoes, turnips, and carrots which were kept in the cold cellar.

Baking powder biscuits were popular and were often served with jam or syrup for dessert. Bread was usually made at home. The yeast was in the form of hard cakes, either round or square. Bread was mixed at night because it took a long time to rise. In winter, bricks were heated and wrapped in towels or sweaters and put under the bread pans, then all was wrapped in blankets. This was done in case the wood stove went out during the night, which usually happened.

"We didn't have any fancy cakes then like we have today", Mrs. Minns said. Cookies were mostly ginger, or a plain sugar cookie. Christmas cake was made with pork fat, sometimes a few raisins and currants were added. Pies were made mostly with wild fruit or rhubarb.

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## GINGER COOKIES

### Two Servings

50 mL	lard
50 mL	white sugar
50 mL	molasses
15 mL	egg
pinch	salt
3 mL	ginger
1 mL	cinnamon
10 mL	hot water
2 mL	baking soda
200-250 mL	flour

### Six Servings

150 mL
150 mL
150 mL
45 mL
1 mL
10 mL
3 mL
30 mL
5 mL
600-700 mL

1. Preheat oven to 200°C.
2. Cream together lard and sugar, beat in molasses, then egg, and then hot water.
3. Sift together salt, ginger, cinnamon, baking soda and smallest portion of flour. Mix into the molasses mixture adding approximately a third at a time. Dough should be soft but not sticky. If it is too sticky to roll, mix in more flour.
4. Roll out thin, sprinkle with sugar, and cut with a lightly floured cookie cutter.
5. Bake on a lightly greased, shiny cookie sheet at 200°C for 8-10 minutes.



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## MINNS BOILED RAISIN CAKE

### Two Servings

75 mL	raisins
50 mL	water
1 mL	baking soda added to raisins
35 mL	brown sugar
15 mL	pork fat (or margarine)
15 mL	egg, beaten
25 mL	raisin water
1 mL	cloves
1 mL	cinnamon
1 mL	nutmeg
75 mL	flour
1 mL	baking powder

### Six Servings

200 mL
150 mL
3 mL
100 mL
45 mL
45 mL
75 mL
3 mL
3 mL
3 mL
225 mL
3 mL



1. Boil water and add raisins and baking soda. Cook until raisins are soft and water about half gone. Reserve liquid.
2. Cream together sugar and butter, beat in egg and raisin water.
3. Sift together spices, flour and baking powder. Mix into first mixture a quarter at a time.
4. Stir in raisins.
5. Bake in a greased small loaf pan (two servings) for 20-30 min. or a square cake pan (six servings) for 30-40 min. at 180°C.

Lard was obtained by rendering (melting down) fat from pigs. The cracklins were made into a soft soap or bar soap for washing clothes and floors. Lye soap was made by putting wood ashes in a barrel and pouring water over them. They were left for a week, or until needed, and then strained through a cloth.

Butter was made at home. Most farmers has at least one or two cows. The milk was strained through cheese cloth, and set in a pan over night to let cream settle out. Cream was taken off the next day and kept in a cool place. The butter was made by shaking the cream in a two quart sealer or by using a dash churn.



Mrs. Jessie Rollings, who is our school librarian, reminisced about butter making in her childhood days.

“I can remember when I was a child, drinking buttermilk from the butter, sometimes we had only the milk and bread for dinner because we were so poor. We would take turns holding the baby and churning. That was two things you could do together, rock the baby and churn the butter!”

Jean Rooke provided us with an amusing incident of her turn at the butter churn. By working it vigorously the pressure collects within and eventually causes an eruption. To her dismay it exploded all over the new bear rug. She said she took better precautions thereafter.

Mrs. Rollings also told us how eggs were stored throughout the winter. “Chickens didn’t lay in the winter because it was too cold. We would buy a little tin of stuff called ‘Waterglass’. It was a powdery like substance that, when mixed with water, would turn into a clear jelly. I always mixed mine in a big glass crock. If a lot of eggs were collected over the summer they would be washed and put into this jelly mixture in the crock and stored down in the cool cellar. Over the winter the mixture got very thick and whitish, and when you had to fish the eggs out of the crock it felt awful! The eggs would keep until the chickens started laying again around Easter.”

Jeff Edwards, at age twenty-two, filed for land east of Athabasca in the area we now know as Amber Valley on August 1, 1910. He had left Oklahoma where segregation of the negroes from the whites was making life difficult. Mr. Edwards had come alone. He walked to Athabasca from Edmonton, a distance of one hundred-forty kilometres.

In the years that followed, four to five hundred negroes settled in the Amber Valley district. "We used the axe and grogan hoe to clear our land", Mr. Edwards said. "Our first crops were seeded by hand". The trip from Amber Valley to Athabasca took two days. "We would usually go with two teams", explained Mr. Edwards, "so we could help each other out of mud holes!"

## AMBER VALLEY



Amber Valley  
Baseball Team

To escape discriminatory legislation more than one hundred and sixty negroes from Oklahoma moved to the Pine Creek area during the spring of 1910. Originally cotton, tobacco and corn farmers these people quickly adapted to new conditions and successfully raised grain crops, principally wheat. They also enjoyed sports and fielded outstanding baseball teams. By 1932, a school, church and post office were operating in this community and in that year it was renamed Amber Valley. Since then the community has dwindled in size but its cultural dignity remains.

Mrs. Ethel McCluskey is eighty-two years old, but she remembers what happened when she was in her twenties like it was just yesterday. "Living then was very frightening sometimes, because", explained Mrs. McCluskey, "half the time we didn't know where the next meal was coming from!"

Mrs. McCluskey described one of her frightening experiences which took place following the McCluskey's move to their new homestead forty kilometres from Athabasca. Mrs. McCluskey's husband was working away from home. "It was the first winter, and I never got enough supplies because I didn't know about ordering, so we ran short of food. I had no way of contacting people to order more". Mrs. McCluskey decided she would have to walk the forty kilometres to Athabasca to get the supplies her family needed. She left her four children at home, the eldest then was only eight years old.

"When I returned home with the supplies on my back, the children ran out to help me carry the food in. The next day I could hardly walk, and I had blisters all over my hands. That's when I decided we had to move closer to town!"



Frank Falconer, our business education teacher, talked to us about his father, Frank Falconer, Senior. Mr. Falconer, Senior came from North Dakota in 1910 and opened a hardware store in Athabasca. His wife, a teacher, came to Athabasca from Montreal. Mr. Falconer, Senior, convinced local farmers to grow alfalfa and clover, and started the seed-grain business. He was the member of legislature for this area from 1930-1935, and was the town mayor for many years. "My father was a born politician," said Mr. Frank Falconer, Junior.

Maureen's grandmother, Pearl McKelvey Goodwin, born in 1900, was married in 1917 at the age of 17, and has lived in the Athabasca area ever since. Grandma Goodwin stressed that food was prepared fast and simple. She canned moose meat and always tried to have fresh pork to add to it. Pork helps tenderize and moisten the moose meat. A favorite Goodwin recipe was "Yeast-Milk Biscuits".



Robbie and Grant prepare Goodwins Yeast Milk Biscuits. They were a hit with everyone who ate them.

---

## GRANDMA GOODWIN'S YEAST-MILK BISCUITS

### Two Servings

100 mL	milk, scalded
5 mL	sugar
5 mL	butter or lard
5 mL	yeast
2 mL	salt
225 mL	flour

### Six Servings

300 mL
15 mL
15 mL
15 mL
6 mL
675 mL

1. Scald milk, let cool. Add sugar and yeast. Set aside for 10 minutes.
2. Add melted, cooled butter.
3. Sift together salt and flour and mix into yeast mixture.
4. Let rise until doubled.
5. Punch down. Roll out, brush top with butter, cut with round cookie cutter.
6. Place one bun on top of another to form biscuits.
7. Let rise until doubled.
8. Bake at 190°C for 20 minutes.

For hot cross buns add raisins or currants.



People had to plan ahead for an adequate food supply. Proper storage was a matter of survival. Some pioneers had ice houses. A log building was used for an icehouse. The ice blocks were covered with sawdust from the lumber mills. More often, however, settlers used abandoned wells. These were equipped with ladders for easy access to the ice.

Pork could be stored by drying using a smoke salt, and then layering this meat with grease in a crock, which was then sealed. The meat could be served cold or hot.

Fish were either snared or netted. Many settlers had erected teepee shaped smokehouses built from wood slabs, to preserve fish and meats. A pit was dug at the bottom, usually on the ground, and a smudge (smouldering fire) was built to slowly smoke the meat. A small vent at the tip of the teepee allowed for smoke to escape. The smoked meat had a delicious flavor all its own.

Charles Parker, Senior, left his job as a store dairy products manager in England in 1909 and after spending some time in Moose Jaw, Saskatchewan, put his roots down in Athabasca in 1912. He came by rail on the first train that was in operation. For the next few years he worked in general stores, first for Alex McLeod and later for James Rennison. After returning from action in World War I he married Babara Dick, a Scottish girl who had nursed him back to health in the Blairmore Veterans hospital.

In September of 1919 Mr. Parker opened his own general store, the Empire Store. In the spring of 1925 he purchased the Hudson Bay Company store and opened Parker's General Store. Mr. Parker, Senior, was deputy mayor of Athabasca for years, and chairman of the war bond drives for the Northern Alberta area.

Charles Parker, Junior, our drama teacher, remembers his father talking about the early days running the store. "He sold everything from horseshoe nails to ladies' bloomers." Mr. Parker, Junior, said "All the packaging of food was done in the store, most supplies came in one hundred pound sacks. At first they had to make their own bags on the spot, from sheets of paper." Mr. Parker demonstrated how this was done by folding the paper somewhat like an envelope.



Bannock originated in the British Isles. The original bannocks were unleavened breads, usually made from oat or barley flour and baked in flat loaves. Bannock was popular with the early settlers because it was a quick bread to prepare, it did not require yeast which was seldom available, and it packed well. Many variations of bannock have been developed; most now contain a leavener.



Sorena and Donna  
prepare Bannock.

---

## MINNS BANNOCK 1877

### Two Servings

75 mL	flour
2 mL	baking powder
pinch	salt
25 mL	lard
15 mL	water

### Six Servings

225 mL
6 mL
2 mL
75 mL
80 mL

- 
1. Preheat oven to 220 C.
  2. Sift together dry ingredients.
  3. Cut fat into dry mixture. Add water. Stir quickly.
  4. Knead 10-15 times. Roll 1.5 cm. thick. Pat into pan. Bake 12-15 min.

In freighting days this recipe was made up using 100 lb. bags of flour, to be used on the long trips. It was baked, frozen, and packed in flour bags for the freighting men.

---

## FRIED OATMEAL BANNOCK

### Two Servings

75 mL	oatmeal
75 mL	flour, sifted
1 mL	salt
2 mL	baking soda
1 mL	cream of tartar
10 mL	corn syrup
1 small	egg, beaten
75 mL	buttermilk (or as needed)

### Six Servings

250 mL
250 mL
2 mL
5 mL
2 mL
30 mL
2
250 mL

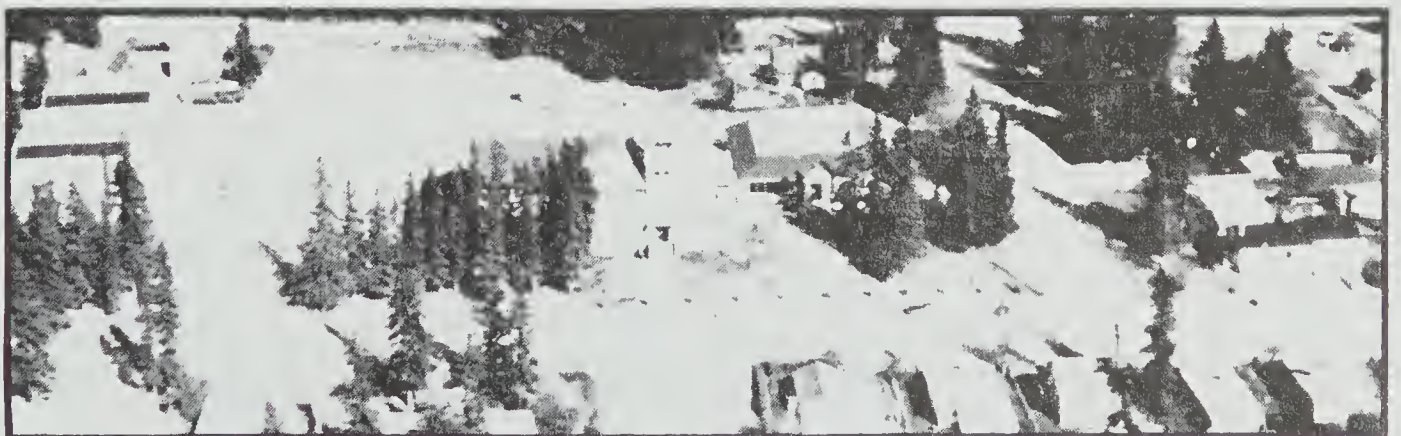
- 
1. Sift together dry ingredients in a bowl.
  2. Mix together syrup and eggs, then mix into dry ingredients.
  3. Add enough buttermilk to make a thin batter, and beat well until bubbles appear.
  4. Grease griddle well, heat to point where droplets of water bounce on surface.
  5. Pour batter on griddle to form 8 cm. circles.
  6. Turn when bubbles break on surface and bottom is golden brown.
- Serve hot with butter and honey.



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## ATHABASCA NOW...THE OLD AND THE NEW

The town of Athabasca now has all the modern facilities and services one needs to lead a comfortable lifestyle in today's society. We haven't forgotten our past though, and if you were to drive through Athabasca you would see a few reminders of Athabaska Landing, The Gateway to the North....



The "Old Brick School", built in 1915, is now a historical monument in the town. It is used for fine arts classes and meetings. Renovations inside have resulted in a live arts theatre for the Athabasca Players' productions and other cultural entertainment. An extension on the right side houses the library and the kindergarten. A new swimming pool complex has been constructed on the grounds to the left of the school.





The town of Athabasca is picturesquely situated on the bank of the Athabasca River. The River flows toward Athabasca from the north and leaves Athabasca again flowing north.

The aerial photographs were taken by Mr. Bob Tannis from Mr. Alex Alexsiuk's airplane. We wish to thank both teachers for their contribution.

---

## GET INVOLVED!

1. Find out who the first people to settle in your community were. Where did they come from? Is the influence of these people still evident in your community? Do you eat many of the same foods these people ate during the early settlement days?
  2. (a) What might have been some of the food related problems the freighters on the Athabasca Trail experienced?  
How would they avoid contamination of their food in winter? In summer? Would the methods be of value to you, for example, when camping or backpacking?  
(b) What would account for similarities in the diets of the homesteaders? The differences?  
Do you think it was easy for the early settlers to retain the culture and the ways of the homelands? How might their diets have been affected?  
(c) Of what do you think the scow crewmen's daily diet consisted? List the foods that you expect would have been eaten on an average day during the river trip. Analyse the nutritional adequacy of the daily diet you have listed. Discuss the results of your analysis with your class.
  3. Visit your provincial archives and ask to view the files containing pictures of your area of the province. You may wish to plan a tour of the provincial museum at the same time.  
Most of the large cities have "living" pioneer village museums. Check for one in your area and plan to tour it. Many of these "living" village museums provide an opportunity for the visitor to really feel what it was like to live during that period.
  4. Interview senior citizens in your community to learn about the early history of the area.
-

## Chapter Eleven...



## **A “Fishy” Experience: THE SEAFOOD MARKET**



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**Special Education Grade 8 Foods**  
**Belmont Secondary School**  
**VICTORIA, B.C.**  
**Teacher: Vi Fodor**

Fresh seafood! Mouthwatering cracked crab on ice, shrimp cocktail, stuffed baked salmon, New England clam chowder, creamed scallops. These are only a few of the many seafood dishes popular on the West coast.

On Vancouver Island, many people take their own sea food from the water, and are fishermen by trade or for sport. There are many good fish markets and seafood restaurants as well.

One the prairies, people do not have this same opportunity to eat fresh seafood. Not only are they less likely to have tasted some of the more unusual kinds of seafood like scallops or abalone, people from the prairies may not even know what these animals look like, how they are collected, cleaned, and prepared for food.

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## **THE SEAFOOD MARKET**

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In this project, we decided as a class to look more closely at the many types of seafood available to us on the coast. Our project was divided into the following sections:

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### **A DISCUSSION OF WHAT WE ALREADY KNOW ABOUT SEAFOOD FROM PAST EXPERIENCES...**

---

Some of our parents are fisherman. Not only do they catch finfish like salmon and sole, they bring home catches of prawns, oysters, and crab. There is a certain way and place one catches each type of sea animal. Crab are caught in traps underwater. Abalone, are dived for and pried off the rocks with a sharp knife. Clams are dug for in the sand and oysters are pried off the rocks on the beach at low tide.

There is a certain way to clean prawns, crab, oysters, clams and abalone. One has to be sure to remove all the parts that are not to be eaten so that these parts are not eaten by mistake, especially by some unsuspecting person who has never eaten seafood before! Shucking oysters or cleaning crab or shrimp is not hard to do when one is shown how. Some of us have helped our parents many times.

When our parents bring home more seafood than we can eat in a short time we must preserve it so that it will keep. When it is fish like salmon, we can freeze it, pickle it, can it, or smoke it. We can freeze any kind of seafood and sometimes our freezers are full!

There are a lot of things we can do with shells once the sea animals have been removed. Abalone and oyster shells make nice ashtrays. Tiny shells can be used to make jewelry.

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### **LEARNING SOME NEW THINGS ABOUT SEAFOOD...**

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Crabs, oysters, and other sea animals with a shell are a type of fish called shellfish. Fish with fins, a tail, and scales, as we all know fish to look like, are called finfish.

As well as tasting good, seafood provides us with good nutrition. Ocean water fish is high in protein, vitamins A, B, and D, and iodine. And good news for the dieter: most kinds of seafood have only one half the kilojoules of beef or pork.

One main rule to remember when preparing fish is this: never over-cook!

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### **SEAFOOD SCRAPBOOKS...**

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For this assignment, we could use many kinds of aids; for example information from textbooks, pictures from magazines, seafood recipes, art work, fishermen jokes, cartoons, or newspaper clippings. We had class time to work using resource books from our room and the library as well as materials we brought from home.



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## FIELD TRIPS...

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We planned three field trips but had time for only two. One was the Fishermen's Market - This was a funfilled afternoon for ten students and two teachers. We actually had the chance to see what fresh squid, octopus, crab and other seafood look like. The conclusion we all came to: yuk! some of them did not look good enough to eat. The man behind the counter showed us how to clean abalone and prawns. We were also in for a very special treat: cooked shrimp with seafood cocktail sauce and some smoked salmon. A special thank you to Mrs. Sutherland, the owner of the fishmarket, who was so good and helpful to us.

Giant Squid



Our trip to the Fishermen's Market



Our second field trip was to the Princess Mary Seafood Restaurant - This restaurant was once a ship. The manager, Mr. Campbell, gave us a grand tour. We were shown the dining and banquet areas and the kitchen. In the kitchen area, a chef showed us the storage and cooling lockers, and the many delicious foods being prepared: steaming hot clam chowder, steamed clams, cracked crab on ice, fresh seafood salads, and the good old favorite, fish and chips. Once again we did not leave without a treat: steamed clams and a sit down lunch of chips and a drink.

The field trip we did not take was planned for the Undersea Gardens - It would have been fun to see live sea animals like octopus, crab, and squid in their natural habitat or surroundings. Somehow seeing them alive would have been very different from seeing them behind the counter at the market or in someone’s dinner soup! Too bad we missed out but maybe next year!

---

**PLANNING FOR THE SEAFOOD LUNCHEON...**

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At this point we felt ready to prepare our own seafood luncheon. We decided to invite parents, close friends not going to school and a few other special people. The menu would be served in buffet style, meaning that guests could help themselves from food on a long table. We decided on a menu.

Our Seafood Buffet	
Smoked Salmon	Vegetable Dip
Clam Chowder	
Cracked Crab on Ice	Cooked Shrimp
Potato Salad	
Bean Salad	Tossed Green Salad
Seafood Cocktail Sauce	Tartar Sauce
Pumpernickel Bread	Cheese Biscuits
Chocolate-Chip-Oatmeal-Raisin Cookies	
Tea	Coffee

Only the soup, hot cheese biscuits, and beverage would be served to the guests at their tables.

We took time to draw up invitations and reply cards to be sent home to our parents. We also decided what sort of things we would like to have on display at the luncheon.

---

**CLASS DEMONSTRATION OF EACH RECIPE...**

---

Our teacher demonstrated each product using a metric recipe. After each demonstration we talked about who would like to make the product for everyone at the luncheon. We divided the work load evenly so that everyone would have something they liked to do.





## A CHANCE TO PRACTICE MAKING OUR PRODUCT...

All of us were given the chance to make our product before the big luncheon. For example, Denise and Tina made clam chowder for everyone in class to sample on the day following the clam chowder demonstration. As it was being prepared, the rest of us worked on our scrapbooks and talked about important details that would help make our luncheon go smoothly: table setting, food service, table manners, and special tips for the host or hostess. When the chowder was ready, we set the table correctly, and sat down to eat the chowder using our best manners.

## PREPARATION OF FOOD FOR THE LUNCHEON...

We knew that we could not prepare everything the last minute, so we arranged the following plan and check list of duties to help us organize our work.

TIME	DUTIES
The week before the luncheon	Prepare cheese biscuits and cookies and freeze to keep them fresh.
The day before the luncheon	<p>Prepare clam chowder, bean salad and seafood sauces.</p> <p>Store these foods in the refrigerator to keep them fresh and safe for our guests.</p>
The day of the luncheon	<p>Set tables for guests with yellow placemats, yellow serviettes, and centerpieces of fresh daffodils.</p> <p>Set out plates, cutlery, and serving spoons on the buffet table.</p> <p>Cover the display table with fishnet. Set our sea shells, souvenirs from our field trips, our seafood reports, and enough copies of our recipe booklet for each guest.</p> <p>Prepare food for the buffet table:</p> <ul style="list-style-type: none"><li>-cook and clean crab and set on trays of cracked ice</li><li>-cook and clean shrimp and place on serving trays</li><li>-heat clam chowder slowly</li><li>-prepare tossed salad and raw vegetable appetizer trays</li><li>-prepare vegetable dip from mayonnaise and home-canned salmon Heather will bring</li><li>-prepare appetizer tray of smoked salmon that Goldie will bring from home</li><li>-wrap cheese biscuits in foil and heat in oven</li><li>-slice pumpernickel bread and set butter on plates</li><li>-garnish serving trays with fresh parsley, cherry tomatoes, and lemon wedges</li><li>-set cookies on serving plates</li><li>-make tea and coffee</li></ul> <p>Set all the food out on the buffet table.</p> <p>Wash dishes and tidy room.</p>

We had time left to change and take care of personal grooming. Some of us even wore long dresses for the occasion. Quite a change from blue jeans!

---

## ARRIVAL OF GUESTS...

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The big day had finally come. The seafood luncheon was a success! In all, there were thirty people - grandparents, parents, friends of parents, older sisters, teachers, and the ten of us from our foods class. Guests arrived on time and were escorted to their tables. Hot soup and biscuits were served. Then guests helped themselves to the cold buffet. The meal ended with cookies and coffee or tea. Cleanup was well organized with some of us clearing the tables of dirty dishes, and others washing dishes and doing other general cleanup duties. A few of our parents even stayed behind to help us.

It was a lot of work, but a lot of fun; and our guests were very proud of us. We really did learn a lot!

Here are some of our recipes:

---

CLAM CHOWDER		
Two Servings		Six Servings
75 mL	raw, finely diced potatoes	225 mL
75 mL	water	225 mL
15 mL	margarine	45 mL
30 mL	finely chopped onion	100 mL
15 mL	flour	45 mL
125 mL	milk or cream	375 mL
75 mL	drained canned baby clams	225 mL
	(reserve liquid	
1 mL	salt	3 mL
few grains	white pepper	few grains

---

1. Cook potatoes in water. Add additional water only if necessary. Set aside.
2. Melt margarine in saucepan.
3. Add onion. Saute until tender. Remove from heat.
4. Sprinkle flour over onion mixture. Stir until smooth.
5. Add clams and liquid, milk, cooked potatoes, salt and pepper. Mix well and return saucepan to heat.
6. Cook over medium - low heat stirring constantly until sauce thickens and is smooth and glossy.
7. Serve hot.





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## COOKED SHRIMP

---

Shrimp can be purchased fresh, frozen, canned and dried. Fresh shrimp is green in color and turns pink when cooked. It is frozen raw or cooked, and before freezing the shrimp is shelled, deveined, washed and drained well.

Fresh shrimp can be placed in boiling water, boiled for two or three minutes and then shelled and cleaned. To clean shrimp you peel off the shell and rinse in cold water. Then removed the black intestinal vein on the outside curve and the head.

The most common method of cooking shrimp is in boiling water, but shrimp can be sauteed, broiled, fried and cooked in a sauce. In any sauce recipe calling for seasoning the shrimp should be added last.

Shrimp are often served as appetizers in seafood cocktails or in hors d' oeuvres. They can be used in salads, sauces or dipped in batter and deep fried.



---

## SEAFOOD COCKTAIL SAUCE

---

### Two Servings

40 mL	ketchup
10 mL	lemon juice
5 mL	finely chopped onion
10 mL	salad dressing or mayon- naise
5 mL	Worcestershire sauce
few grains	salt
few grains	pepper

### Six Servings

125 mL
30 mL
15 mL
30 mL
15 mL
1 mL

- 
1. Combine all the above ingredients.
  2. Mix well. Chill until served.



---

## TARTAR SAUCE

---

### Two Servings

75 mL	salad dressing
8 mL	finely chopped onion
5 mL	finely chopped olives
5 mL	finely chopped sweet pickle
5 mL	finely chopped fresh parsley

### Six Servings

250 mL
25 mL
15 mL
15 mL
15 mL

- 
1. Combine all the above ingredients.
  2. Mix well. Chill.



## GET INVOLVED!

1. Find out what sea foods are available in your community. Can seafood be purchased fresh? Why or why not?
2. Find out the prices per kilogram of the seafoods sold in your community. Compare the seafood prices with fresh water fish, red meats and poultry by completing chart.



FOOD	FORM OR CUT PRICED ie. fresh, frozen, canned, dried; steak, ground, flaked, etc.)	PRICE PER KILOGRAM
SEAFOOD		
1	1	1
2	2	2
3	3	3
4	4	4
FRESH WATER FISH		
1	1	1
2	2	2
3	3	3
4	4	4
RED MEATS		
1	1	1
2	2	2
3	3	3
4	4	4
POULTRY		
1	1	1
2	2	2
3	3	3
4	4	4

Would you say seafood is an economical choice for mealtime?

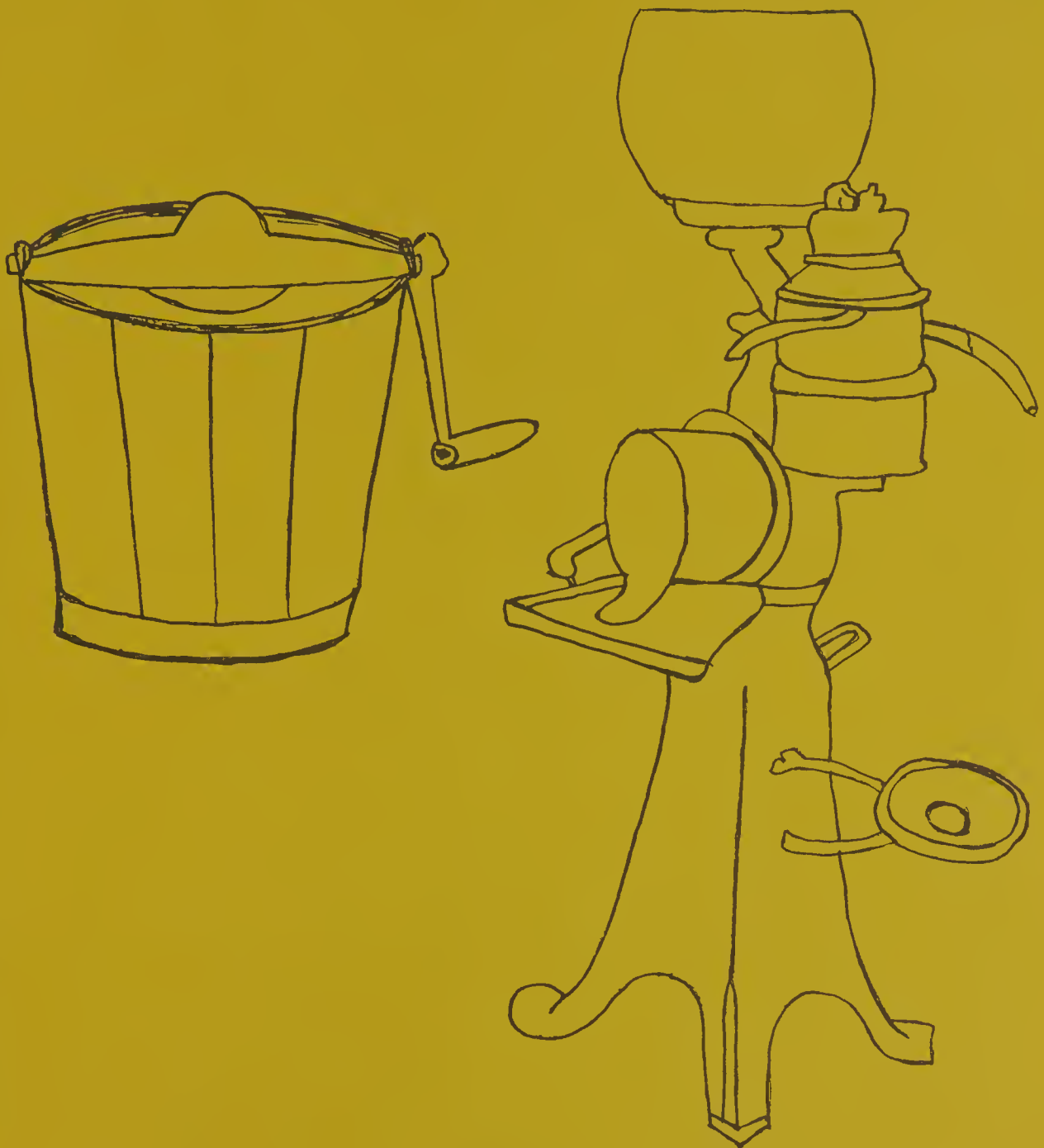


- Deep in the ocean, near the surface, on the rocks, or on the beaches?

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## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Chapter Twelve...



## **FOOD IN EDSON** **Fifty Years Ago**



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**Food Science 20 and 30**  
**Parkland Composite High School**  
**EDSON, Alberta**

**Teachers: Sue Ednie**

**Marian Spring**

Peggy BIERNACKI  
Joanne GAUTHIER  
Moir HODGE  
Mary LABOUCANE  
Alison MERGAERT  
Lori MARKLEY  
Geoffrey SEE  
Dolores BARYSKI  
Jackie HAYMAN  
Lynne FORD

Barbara PULISHE  
Evon FULERTON  
Sharon LACOMBE  
Bernice LOVELL  
Noreen NORTON  
Gayle LABAS  
Robert ADAM  
Alrik FORBES  
Todd FARION

Cathy McCURDY  
Laurie McCALLUM  
Pat SEIBEL  
Shelly LYPKIE  
Dan HARDY  
Dwayne BERKHOLTZ  
Doug MILLIS  
Leath JOHNSTON  
Roni-Lea CHRISTIE

---

To find out what the people of our community ate fifty years ago, we interviewed a number of Edson citizens. We wanted to know how they got their food, how they preserved their food and how they prepared their food.

We wish to thank the following Edson citizens for sharing with us, and with you, much of the information which makes up our chapter:

Mrs. Florence Taylor  
Mrs. Frank Marshall  
Mrs. Gunhilde Markley (Swedish)  
Mrs. Edith Piper (English)  
Mrs. Pearl Martin (Scandinavian)  
Mr. Ron Linford (I.G.A.)  
Mr. John Switzer (Switzer's Drug Store)  
Mrs. Agnes See  
Mr. Herman Lindgren

Mrs. Rachell Lavoie  
Mrs. Rosco Lovell  
Mrs. Bernice Lovell  
Mr. Svene Fossheim  
Mrs. Mary Sladky  
Mrs. Joe Pulishe  
Mrs. John Pulishe  
Mr. Jack Wilson

We also thank Alberta Fish & Wildlife, Alberta Agriculture, and Mr. John Rodger for the slide presentation of the railway through Edson.

Fifty years ago a large majority of the people of the Edson community lived in the rural areas. There were no T.V. dinners (or T.V. for that matter!), powdered milk or instant potatoes fifty years ago. Food was "real" in those days! Many of the oldtimers said food tasted less artificial than it does today.

Without the modern appliances and other conveniences we have today, homemaking fifty years ago was a full time job, and almost always involved more than one person. In many cases, a homemaker fifty years ago was supporting a family twice the size of today's family.

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On the following pages of our chapter we discuss the acquisition, preservation and preparation of food in the Edson area fifty years ago.

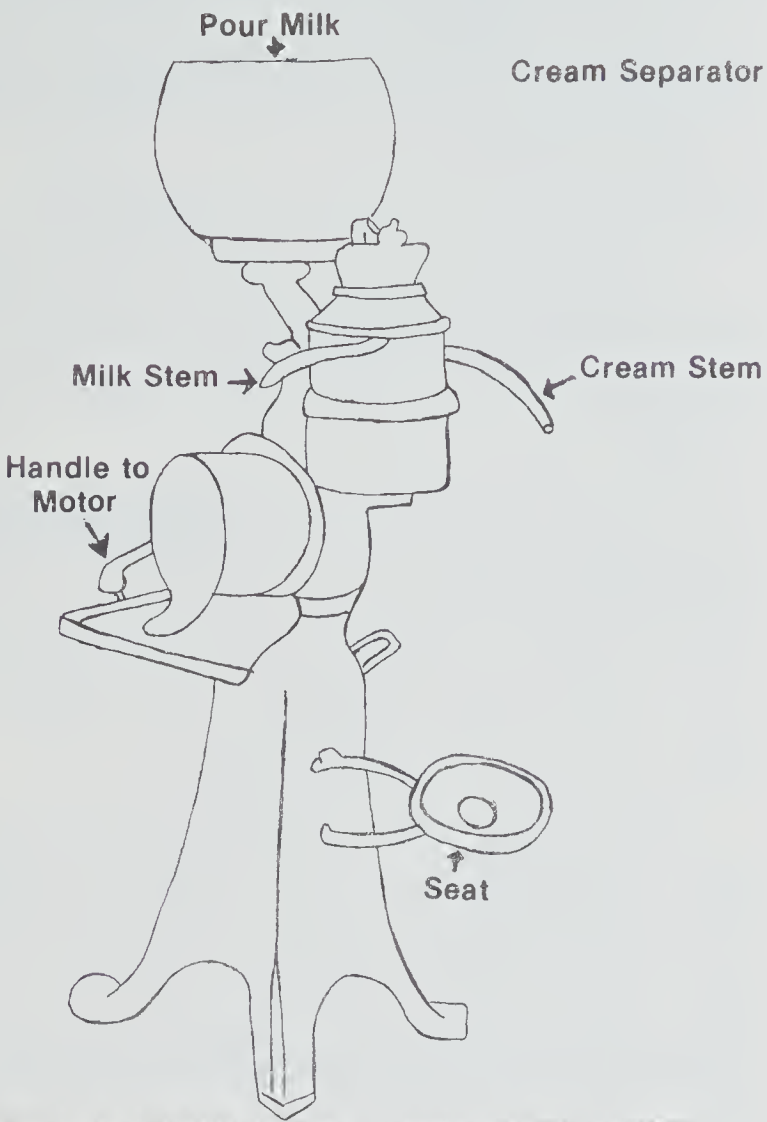


**MILK PRODUCTS**

After the milk was taken from the cow it was strained, either through a strainer pail, or a clean cloth. Most of the milk was then put through a cream separator, which was turned by hand, to separate the cream from the milk.

The skim milk was used as a beverage and was also fed to calves, pigs, and chickens.

A popular use of milk was in custards, which provided an enjoyable and nutritious dessert. The smooth and creamy texture of custard is produced by cooking together milk and eggs. Custards were commonly made on the farm where these two ingredients were most abundant.



**BAKED CUSTARD**

**Two Servings**

- 1 egg(s)
- 25 mL sugar
- pinch salt
- 175 mL milk
- 1 mL vanilla

- slightly beaten
- (white or brown)
- milk, scalded
- vanilla
- cinnamon

**Six Servings**

- 3 eggs
- 75 mL sugar
- 1 mL salt
- 500 mL milk
- 3 mL vanilla

1. Combine slightly beaten eggs, sugar and salt.
2. Stir in milk which has cooled slightly. Strain the mixture, then add vanilla.
3. Set custard cups in a shallow baking pan. Pour mixture into custard cups, then pour water around them to the level of the custard.
4. Bake at 160°C for 35 to 45 minutes, or until a knife inserted comes out clean.





## SOFT CUSTARD

Use same ingredients as for Baked Custard.

1. Mix all ingredients except vanilla in the top of a double boiler.
2. Cook over hot, not boiling, water stirring constantly until the mixture coats a metal spoon.
3. Remove from heat at once. Cool by placing pan in a bowl or sink of cold water.
4. Strain custard, then stir in vanilla.

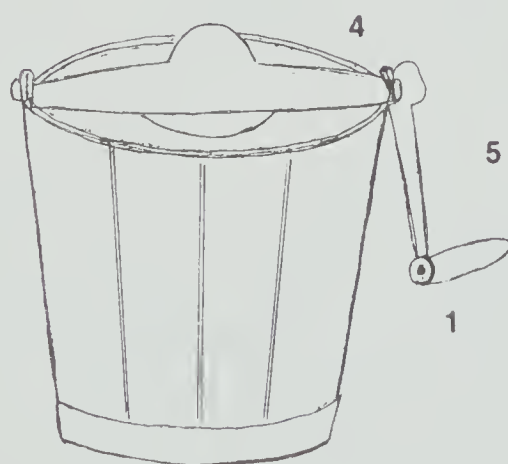


Cream was served in almost every meal in Edson fifty years ago. People who didn't have their own milk cows purchased cream from neighbors or from the grocery store supplied with fresh cream by local farmers.

Today, we have many substitutes for fresh cream. The powdered coffee whitener and the individually packaged coffee creamers are oil products. They contain no real cream or milk. The powdered dessert topping mixes and frozen whipped toppings are a mixture of sugar, oil and food additives including artificial flavour and colour. These substitutes just can't take the place of real cream. Anyone raised on a farm with dairy cattle will tell you that!

Cream was used in desserts and was placed on the table for coffee and tea. When the cream soured it was used in stews and in baking.<sup>1</sup> Most people had porridge covered with fresh cream for breakfast. Ice cream was made at home in an ice cream freezer. Homemade ice cream was made with far more cream than commercial ice cream which contains stabilizers and emulsifiers to produce a smooth texture. Because of the high fat content in cream, homemade ice cream contains more kilojoules.

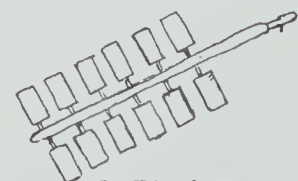
Parts of a home style ice cream freezer:



Ice cream maker



2 Inner Can



3 Blades

<sup>1</sup> Raw farm cream does not take on the "off flavor" when it sours that the processed dairy cream we find on supermarket shelves does.

1. The large outer WOODEN TUB holds layers of ice and rock salt which freezes the cream mixture.
2. The metal INNER CAN holds the cream mixture and is placed inside the wooden tub.
3. The BEATER BLADES stir the cream mixture inside the metal can while it is freezing. This prevents large ice crystals from forming in the cream mixture and results in the creamy texture of ice cream. The long end of the blades fits up through the hole in the lid of the metal can.
4. The TURNING MECHANISM fits around the long end of the blades and can. It turns the blades inside the can stirring the cream.
5. The CRANK is connected to the turning mechanism. As the crank is turned by hand it puts the turning mechanism into action.

---

ICE CREAM		
Two Servings		Six Servings
125 mL	milk	375 mL
1 small	egg	2
50 mL	sugar	175 mL
few grains	salt	pinch
225 mL	thin cream	675 mL
8 mL	vanilla	25 mL

---

1. Prepare first 4 ingredients as a soft custard. (See method page 4); strain.
2. Cool, add cream and vanilla.
3. Crank in ice cream freezer until stiff and firm.

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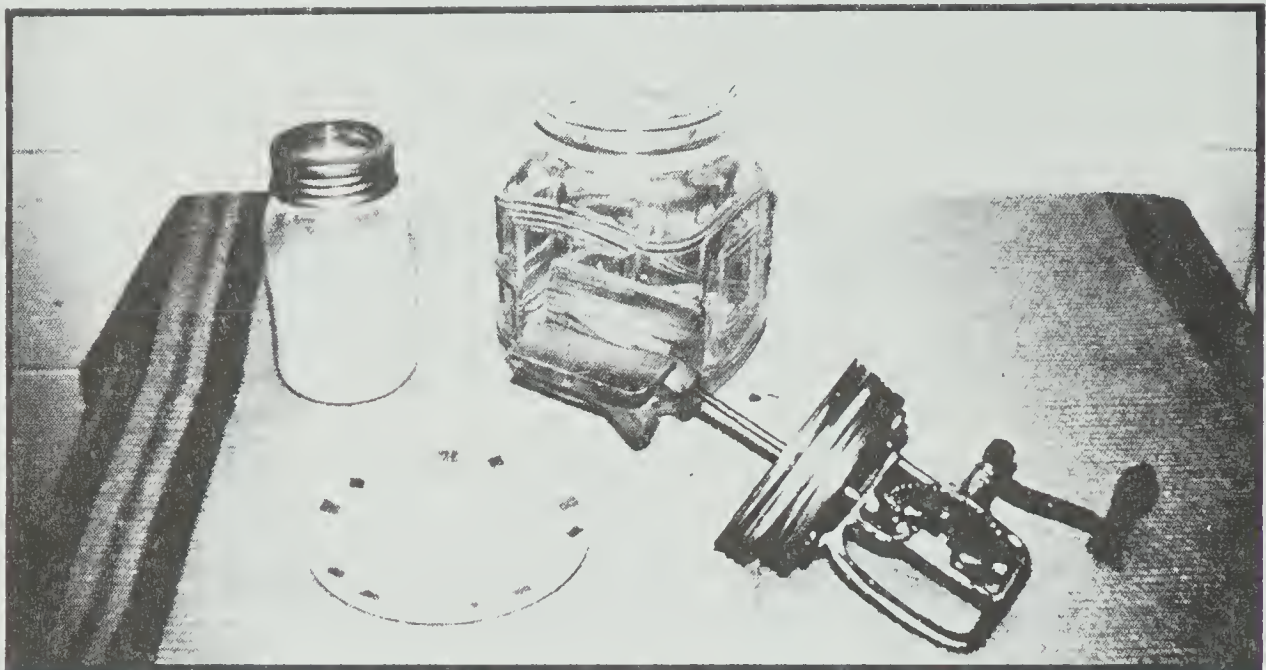
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**BUTTER**

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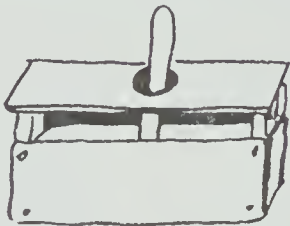
In the Edson area fifty years ago the majority of food was produced in the home. This was true of butter. Various types of equipment exists for making butter. These ranged from glass jars to large barrel-like churns. All were manually operated. The jars were simply shaken until the butter particles formed. The small jar-like churn has wooden paddles inside to agitate the cream. It was operated from a crank on the side. Homemade butter was traditionally made in a barrel churn in large quantities. Small amounts of cream, however, were made into butter in a small hand churn like the one shown here. The butter pictured below is less yellow than commercially prepared butter because color has not been added. The jar in the upper left contains buttermilk.





The large barrel churns were either moved back and forth or were operated by a crank on the top of the barrel. In each case the cream was agitated until butter particles formed. The remaining liquid, or buttermilk, was drained off. The butter was then rinsed, pressed and wrapped ready for use.

A one pound  
butter press



In winter months coloring was added to give more color to the butter because the cows did not feed on green grass which produced the pale yellow color of summer cream. All of the cream does not turn to butter. The largest portion turns to buttermilk. The buttermilk was not wasted fifty years ago as it is today in many dairies. It was enjoyed as a beverage or used in baking.

A popular recipe prepared by Edson cooks was buttermilk pancakes. Wild blueberries were often picked in the fall. They make a tasty variation to the plain buttermilk pancakes.

# BUTTERMILK PANCAKES

## Two servings

175 mL	flour
2 mL	salt
2 mL	baking soda
10 mL	sugar
150 mL	buttermilk
1	egg(s), slightly beaten
10 mL	bacon fat or butter
50 mL	blueberries (optional)

## Six servings

500 mL
5 mL
5 mL
30 mL
500 mL
2
30 mL
150 mL

1. Sift together first 4 ingredients.
2. Combine the next 3 liquid ingredients. Add to dry ingredients and stir until just moistened (batter will appear lumpy). If desired, blueberries may be added to the batter when stirring.
3. Lightly grease griddle or fry pan. Bake on hot griddle or electric fry pan at 190°C.
4. Flip pancakes when bubbles on surface break.



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## STORAGE OF DAIRY PRODUCTS

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Fifty years ago, there were no refrigerators or freezers, as we know them today. Milk products and other perishables were sometimes stored in an ice well. An ice well was made by digging a hole into the side of a hill. The hole was then cribbed with heavy timbers to prevent the roof from caving in. A walk-in door was made. Three feet of banked dirt would keep the interior cool. In winter, large blocks of ice were put on the floor and covered with sawdust or straw. This kept the ice well cool over the summer months.



On most family farms it was not necessary to worry about the storage of milk as the cow was usually milked twice a day and it was used up accordingly. During the hot weather or a thunderstorm, which causes milk to sour faster, the milk or cream was often lowered on a rope into the well.

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## MEATS

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With the passing of fifty years, meat produced on the farms and used in the home has not varied greatly. It might be expected that improved living standards would almost completely alter the old way of life, but aside from new and better meat preservation methods, the products are basically the same.



Fifty years ago in Edson, popular preservation methods included canning, salting, smoking and drying. Meat that was to be used shortly after was put into a homemade icebox. The homemade icebox might be a hole in the ground, lined with sawdust and ice or snow, and covered with boards and moss so the wild animals couldn't get at it. This icebox would keep the meat good for two to four days.



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## CURING MEAT

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### SUGAR CURE FOR HAMS AND BACON

To cure 1 kg.

15 mL	salt
2 mL	brown sugar
few grains	black pepper
few grains	cayenne

To cure 40 kg.

450 mL
30 mL
15 mL
15 mL

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Rub mixture over meat, particularly around bone, and lay in a cool place for two weeks. Then wash mixture off and apply a fresh dose. Place meat in sugar or flour sacks, or wrap in cotton and hang it up until needed.

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## CANNING MEAT

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Use fresh meat. Remove bones from the meat and cut into pieces small enough for jars. Put the meat in a dish pan or bucket and pour boiling water over it. Stir the meat and then let it sit about seven minutes. Dip the meat out of the hot water and put it in cold water for about seven minutes. From the cold water, pack in jars which have been scalded in boiling water. Leave about 2 to 3 cm. at the top of jars because the meat will swell. Then fill the jars with boiling water. Be sure to leave 2 cm. space at the top. Put in 5 mL of salt per large jar. Fat in each jar makes the meat taste better.

Put lids with rubber rings on the jars and partially seal (the lids will be tightened after processing). Fifty years ago the canned meat was processed by setting the jars in a boiler and boiling them under water for three hours. Since that time it has been discovered that boiling is not a safe method of processing canned meat. The temperature at which the meat is processed does not go high enough to kill all the harmful bacteria. Instead, the pressure canner is used. Canned meat should be processed in a pressure canner for one hour at seven kilograms pressure.

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## HOG FAT

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Hog fat was used extensively for cooking and was rendered after the slaughter. The hog fat was cut into small cubes, put into pans with a little water and salt, and rendered out in the oven. The melted fat was then poured into tins. Rendered fat keeps for a long time. However, if the fat became rancid it was boiled with a few slices of raw potato and the rancid taste disappeared.

In the late 1920's Edson was almost a completely wasteless society, expecially as far as food was concerned. During an explanation of how to make head cheese, one Edson oldtimer reminisced, "Everything was used but the ears and the squeal." Farmers sold very little meat because in their almost wasteless life-style, they raised only enough animals to provide for their own personal needs.



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## MAKING SAUSAGE

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Sausage making was often done in the home. A meat grinder with a special attachment for filling the sausage casing was used. Often the leftover parts of the head, liver and other organ meats were used in the sausage so that none of the animal was wasted.

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## WILD MEAT

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Wild meat has been popular in the Edson community ever since the early settlers came to the area fifty years ago. Hunting was a necessity as well as a popular sport. Whitetail deer, moose, and black bear and rabbit were most often hunted for food.

Most hunting was done in the late fall so that it could be canned, dried, smoked or frozen for winter use.

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## DRYING MEAT

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Jerky is ideal for taking along on backpacking or camping trips. It is high energy food and a good source of protein. Because jerky is dry it packs light and keeps well.

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JERKY		
Two Servings		Six Servings
350 g	venison or beef (steak or roast)	1 kg
35 mL	soya sauce	100 mL
15 mL	Worcestershire sauce	50 mL
3 mL	monosodium glutamate (MSG)	10 mL
2 mL	garlic powder	5 mL
2 mL	onion powder	5 mL
2 mL	seasoned salt	5 mL
	liquid smoke	

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1. Cut meat into thin strips. The meat will cut easier while still slightly frozen.
2. Mix together the remaining ingredients to form a sauce.
3. Marinate the meat strips in the sauce for 8 hours, or overnight.
4. Set oven to lowest temperature, 70°C.
5. Lay marinated meat strips on oven racks. Dry in the oven for 10 to 12 hours, keeping the oven door partly ajar.  
When finished, pack jerky in an airtight container to prevent further drying.

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## **POULTRY**

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A yearly catalogue was sent out to farmers advertising the sale of chickens. Some farmers mailed away for the chicks that would arrive in the early spring. On other farms, chicks were hatched by the hens.

Coops were kept a short distance from the house to protect the chickens from small predators. Eggs were collected twice a day, once in the morning and once in the evening. The color of the eggs varied depending on the breed of the chickens. The eggs were candled to test the freshness. When the egg was held up to a candle and appeared clear it was perfectly good. If a shadow appeared, the egg was poor quality.

There was little need for canning chickens because they were kept throughout the year. When a family was to have chicken for supper, one person would go into the chicken coop and grab a chicken by the legs. The chicken was taken to the chopping block which was usually situated by a wood pile, and its head was chopped off. The chicken was dunked in boiling water, making it easier to pluck the feathers. It only took a couple of minutes to pluck clean a chicken. The chicken was then singed over a open flame to remove any remaining small feather. The chicken was gutted, rinsed in cold water and then was ready to be cooked.

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## **PRESERVING EGGS**

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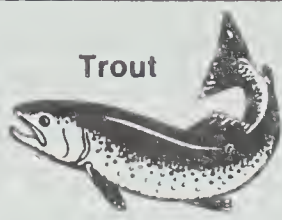
During the winter months it was necessary to preserve eggs because the chickens didn't lay when it got very cold. This was done when the eggs were freshly laid and still warm. The eggs were greased thoroughly with butter, lard or oil. Then they were put in a box on a thick layer of bran and surrounded with a little bran, to prevent them from touching each other. Each layer of eggs was then thickly covered with bran.

Egg whites were often dried in order to be preserved. To do this, the egg whites were placed on a plate and left in a warm place until very dry. The crystals which would form were scraped off and stored in jars. Fifteen millilitres of the powder dissolved in thirty millilitres of water will equal one egg white. The dried egg whites beat up perfectly.

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# FISH

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Trout



White Fish



Perch

Fish, although not a major food source, contributed to the people’s diet in both the summer and winter months. During the entire year there was some type of fishing done. When the young men or boys had finished their chores they would go fishing for relaxation, or maybe for supper!

During spring and summer holidays fishing became a family outing with two or more families going out for a picnic and fish fry. On these outings the families acquired large numbers of fish which were taken home and canned, salt cured or smoked for use in the fall and winter. Some fresh fish was provided during the winter months by ice fishing on the frozen lakes.

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# FRUITS

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Fruits grown in the Edson area fifty years ago were rhubarb, strawberries, raspberries, crabapples, green apples, and gooseberries. Wild fruits which were picked included chokecherries, cranberries, blueberries, strawberries, raspberries, huckleberries, rose-hips, and dandelions. Citrus fruits, and other fruits that could not be grown locally were brought in from places like British Columbia and California by the storeowners in town.

Wild raspberries are found in the Edson area on cutlines where the old trees have been removed. The high Vitamin C content makes the berries a wonderful survival food, particularly since they are easily recognized by everyone. The wild varieties of raspberries are generally of the same appearance as the market varieties. The leaves of the wild raspberry bush make an excellent tea, either steeped in boiling water or taken home and dried in the sun and used as you would any commercial tea.

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## WILD RASPBERRY JAM

**Two Servings**

**Six Servings**

125 mL                      crushed raspberries  
100 mL                      sugar

375 mL  
275 mL

- 
1. Heat berries thoroughly in a large kettle.
  2. Add sugar to the heated berries.
  3. Cook, stirring continuously until the mixture has a thick jelly-like consistency.
  4. Pour into hot, sterilized jars and seal immediately.



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# PRESERVING FRUITS

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A common method of preserving fruits was by drying them. Dried apples provided fruit all year round, for a short stewing made them tender. The apples were dipped in boiling water before drying to preserve the color. Sometimes they were hung outside the house in the sun and wind, or spread out on boards or trays. When thoroughly dry they were stored away in bags. Dried apples were used in the winter for pies and cakes. When they were going to be used they were put in water until they were soft.

This one-crust pie is easy for beginners, and it provides less kilojoules than double crust pies.

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## DEEP DISH APPLE PIE

Two Servings		Six Servings
350 mL	dried apple, softened and diced or	1 L
2	fresh apples, pared, cored & diced	6
10 mL	flour	30 mL
50 mL	sugar	150 mL
20 mL	butter or margarine	50 mL
75 mL	flour	250 mL
30 mL	lard	100 mL
1 mL	salt	3 mL
13 mL	icy, cold water	40 mL

---

1. Lightly grease a casserole dish. Use a 0.5 L size for 2 servings; use 1.5 L size for 6 servings.
2. Stir together in casserole dish, apples, flour and sugar.
3. Dot with butter or margarine.
4. Prepare pastry with the next 4 ingredients:
  - (a) Sift together flour and salt
  - (b) Cut in lard to the size of rice grains
  - (c) Sprinkle with water and toss with a fork until mixture forms a ball
  - (d) Chill dough
5. Roll out pastry dough to fit the top of the casserole dish. Cut slits in the pastry, and place over the apple mixture being careful not to stretch the dough. Seal the edges.
6. Bake in 200°C oven for 30 to 40 minutes.



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# VEGETABLES

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Vegetable seeds for planting were rarely available to purchase fifty years ago. Most of the people saved seeds from vegetables harvested in the fall by drying them. Peas, for example, when dried, shrivel up, but when they are put into water they plump up again and can be planted. Potatoes were kept in a cool place over the winter and in the late spring, about May 15, the softer more sprouted potatoes were planted.

Vegetable gardens were planted in May when there was no longer a chance of frost. Tomatoes, cabbages, and cauliflower were started in boxes in the house because they needed an early start so they could mature before fall frosts.

During the summer when the green garden vegetables were ready, refreshing salads were prepared. At the beginning of September the root vegetables like turnips, potatoes and carrots were taken out of the ground, sun-dried a short while and put in the root cellar to keep them away from the frost or early snow. Other vegetables were either canned, pickled or dried.

Pickling was a very popular method of preserving vegetables. It is done by aging the vegetables in a mixture of vinegar, salt and spices. The aging is important because the longer you let them sit the more flavorful the vegetables become! Tomatoes were commonly grown, but often did not have time to ripen due to early frosts. Green tomato relish was a popular way to use the green tomatoes.

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GREEN TOMATO RELISH		
Two Servings		Six Servings
1 L	green tomatoes	3 L
1	stalk(s) celery, chopped	3
0.3	onion, chopped	1 small
1	red pepper rings	3
	1 cm thick, chopped	
225 mL	vinegar	700 mL
13 mL	horseradish	40 mL
50 mL	brown sugar	150 mL
pinch	mustard seed	1 mL

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1. Dip tomatoes in boiling water and peel off skin, then chop. Add salt and let stand overnight.
2. Drain. Add celery, onion and pepper.
3. Bring to a boil, vinegar, horseradish, brown sugar and mustard seed, stirring to dissolve sugar.
4. Pour vinegar mixture over chopped vegetables in sterilized jars and seal.



Drying was a less involved process. Vegetables to be dried were put in the sun and left for a couple of days. The vegetables were spread out on a piece of board or a piece of screen. They were then covered with a cloth and placed outside on the south side of the house. Vegetables could also be dried in the coal and wood oven. The vegetables were laid out on a pan and then put into a lukewarm oven. The sun-dried vegetables dried nicer and tasted much better. To use the dried vegetables, they were soaked for twenty-four hours in water, and then cooked.

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## **FLOURS AND CEREALS**

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There were basically three types of hand ground flours in the Edson area 50 years ago. They were rye, whole wheat, and graham flour. The grains were grown from seeds. The crops were harvested by binder and threshing machine. The grains were then ground into fine or coarse flour or meal. The kind of flour produced is related to the purpose for which the flour is intended. The finer flour was used for making breads, cakes and pastry; the coarser flour was used more for cereals, such as cream of wheat. The whole grain without grinding was often boiled and used as a cereal too. Many farmers did their own grinding, with hand made grinders. They were rougher instruments and didn't do as good a job as the mills did. The mills were known as roller mills. They would grind wheat or rye for a small fee of \$1.00 for a dozen sacks.

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## **SUMMARY**

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Milk was generally obtained straight from the milk cows. Many of the dairy products which we now purchase in supermarkets were made right at home. Equipment used to make these products was run by hand. Cold storage for dairy products was made with materials close at hand supplied by nature.

Meat products were basically the same as those we purchase in supermarkets today. The preservation methods, however, differed markedly. The methods mainly used were canning, smoking, salting and drying. Freezing as a preservation method was not available year round as it is today.

As with the dairy products, meat products were also produced at home. Very little of a slaughtered animal was ever wasted. Fat was rendered and sausage made from the remains after the meat was cut from a hog.

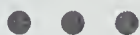
Chickens were raised for both meat and eggs. Because the chickens were kept year round it wasn't necessary to preserve the meat. Eggs were preserved for the winter time when the chickens would quit laying.

Wild meat and fish supplied a fairly large porportion of the diet. Fresh fish was available both summer and winter. During the winter months fish were caught through holes in the ice.

As many fruits were picked wild as were grown at home. Fruits were canned, dried or made into jams and jellies. This ensured that some fruit was available year round. Citrus fruits could be purchased at the local grocery stores.

Few vegetables were ever purchased from the store. These were grown in huge gardens at home. Vegetables not used over the summer were canned, pickled or dried in the fall for use throughout the rest of the year.

Flours were also produced at home, although many farmers had their grain ground at local mills which did a better job in less time. Baked products and cereals were made at home from both ground and whole grains.



## Notes...

[illegible]



# GET INVOLVED!

1. Set up a Taste Panel to compare some of the “real” food products (which were all that were available fifty years ago) to the convenience packaged substitutes available today. Your comparison chart may look like this:

FOOD PRODUCT	COLOR	TEXTURE CONSISTENCY VOLUME	PALATABILITY	PERSONAL PREFERENCE
whipped cream				
commerical powdered dessert topping				
home made ice cream				
commercial ice cream				
home made beef jerky				
commercially packaged beef jerky				
home dried egg whites				
commercial dried egg whites				
home made WILD Raspberry Jam				
commercial raspberry jam				
home made Green Tomato Relish				
commercial relish				
home made bread from homeground wheat				
commercial bakery bread				

2. Make a list of citizens in your community who participated in the production or preparation of food in your area fifty years ago. Interview these people to find out about food in your community at that time. Ask people to demonstrate the use of some equipment used in food production or preparation half a century ago.

## **Chapter Thirteen...**



## **THE FUTURE OF FOOD**



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## Food Science 10 and 20

Illustrated By: Nadine Pasay, Art 30

Edwin Parr Composite High School

ATHABASCA, Alberta

Teachers: Vicki Lyall

Eleanor Staszewski



Front Row: Barbara Gerlach,  
Cori Anderson, Cathy  
Gerlach

Second Row: Patty Barnett,  
Connie Cardinal, Glenda  
Graling, Karen Damgaard

Third Row: Mrs. Vicki Lyall,  
Ken Wildfong, Brenda Allen,  
Greg Woytovicz, Mrs. Eleanor  
Staszewski

Missing: Joan Buckler

Our chapter deals with a community much larger than the area around Athabasca, Colinton, Rochester, or Smith, the communities we call home. However, this large community is also our home, and we would like to see it become more of a community in the true spirit of the word. Our chapter is about the Global Community...**The Future Of Food**

What is the future of food? Some people predict that we will be eating some sort of food capsules for our meals. Maybe they picture the future to look something like this.....



It is the year 2100 A.D. The family is seated around the table waiting for father (WHY NOT!) to serve dinner. On the table he places one food tablet for each person. Of course dinner doesn't take very long. As soon as the family members swallow their "meal", they leave the table and continue to go about their business.

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Wow! Just think, no preparation, no dishes to wash.... However, if you are the kind of person who likes to gather around the family dinner table and discuss family activities you are out of luck. Meal times are just too short to allow for any conversation.

Well, you may think this look into the future is a little far-fetched. We think so! For us to attempt to predict the food situation for the future, we decided that we must first examine the present situation of food throughout the world. So, we set about gathering information and resources.

Glenda and Barb wrote to professors at the University. Greg wrote to greenhouse operators and went to see the district agriculturists. Patty, Ken, Joan, Connie and Karen collected books, pamphlets and articles from the Athabasca Health Unit, some of the churches and the town and school libraries. Mrs. Lyall contacted our district home economist who put us in touch with Alberta Agriculture's nutrition specialists. Two nutritionists from Edmonton came out to speak to us about the future of food. Brenda conducted a survey with some of the older people in our town to find out how our food has changed over the past 30 years. Barb wrote to N.A.S.A. requesting information about foods for space travel. Cori took notes from a Garner Ted Armstrong program on world population and food.

The People's Food Commission in Edmonton was a tremendous help. They sent out a guest speaker, loaned us numerous films and slide presentations, sold us some excellent books and gave us pamphlets and articles to read. The People's Food Commission is a cross Canada independent inquiry into the food system for the purpose of identifying common interests and making recommendations for a food policy. It does not represent any one organization or interest group.

We want to share with you some of what we learned about the present world food situations, because we think it's important "stuff"! Please read on...

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## **WORLD HUNGER AND MALNUTRITION**

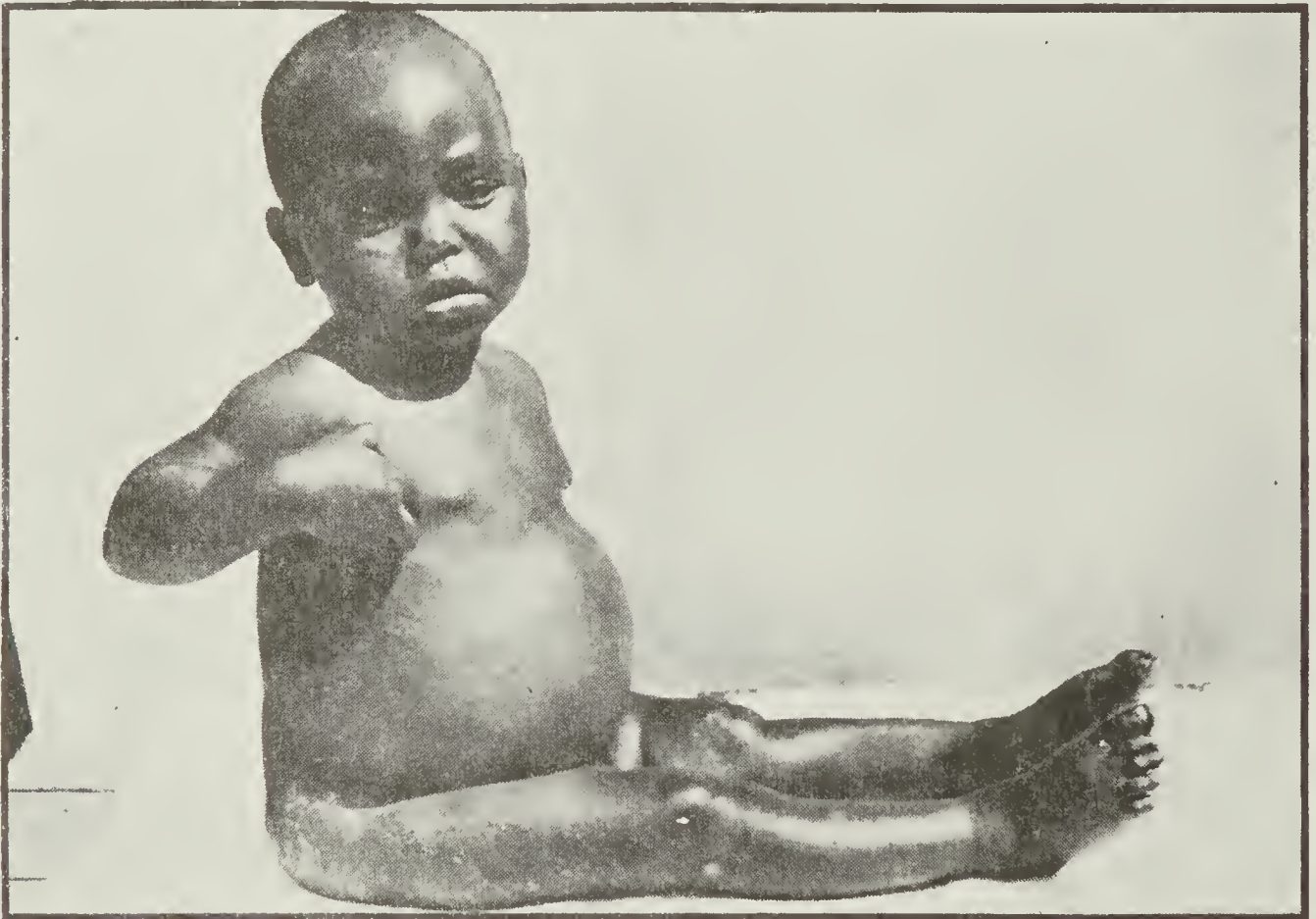
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Have you ever been hungry? Have you ever told someone that you feel like you are "starving"? Those twinges of hunger that you may have experienced probably resulted from skipping breakfast or lunch or having a late dinner, and probably any discomfort you felt was alleviated within a short time. Many of us eat more food than we need. For more and more of us, the hunger we do experience is intentional because we are cutting down hoping to lose that extra three kilograms gained over the Christmas holiday. However, for millions of people hunger is a way of life from which there is no relief. A life filled with constant pain and struggle.



According to United Nations estimates about 460 million people (over 20 times the population of Canada) suffer malnutrition. Every ten seconds four people die of malnutrition. A United Nations survey of the diets of the four billion people now living in the world reports that four out of five (80% of the entire human population) have never had what a North American family takes for granted as a decent meal.

Malnutrition means the diet is deficient in some of the nutrients vital to health and life. In most of the Third World countries human diets are nutritionally inadequate because of shortages of protein, fats and total kilojoules. Protein shortages result in kwashiorkor, a wasting disease that kills tens of thousands of children each year in Africa, India, Southeast Asia and parts of South America. Protein malnutrition in prenatal and early childhood causes inadequate development of the brain and central nervous system. Millions of children are left mentally and physically retarded for the rest of their lives.



A typical case of kwashiorkor.

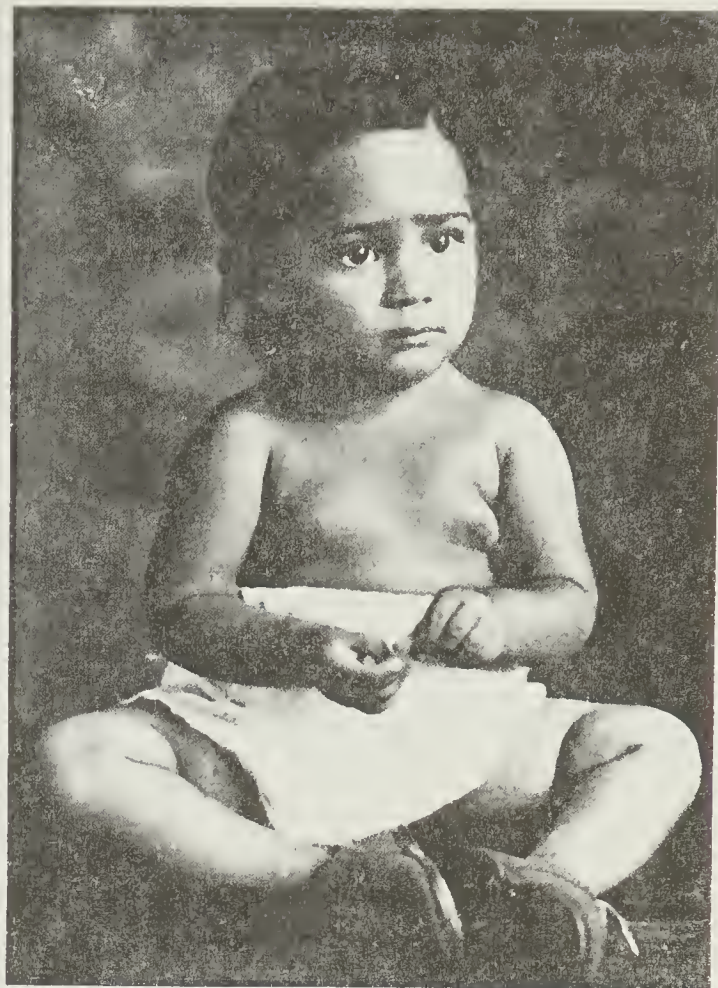
Photo from Canadian Hunger Foundation, 75 Sparks St., Ottawa 4, Canada.

Undernourishment means the diet does not have enough food energy or total kilojoules. The people who are undernourished are slowly starving to death. It is difficult for the average well-fed Canadian to imagine what it is like to go hungry. The effects of hunger are tragic. Starvation breaks down the individual's physical and mental powers so that movements and speech are slow, giving the impression of stupidity. The person is thin and pale, the skin is cold and dry, eyes become dull and sunken, and the hair is dry and lifeless. Edema, the retention and build up of water in body tissue, sets in, causing the victim's stomach to become grossly bloated. The digestive system is disrupted causing chronic diarrhea.

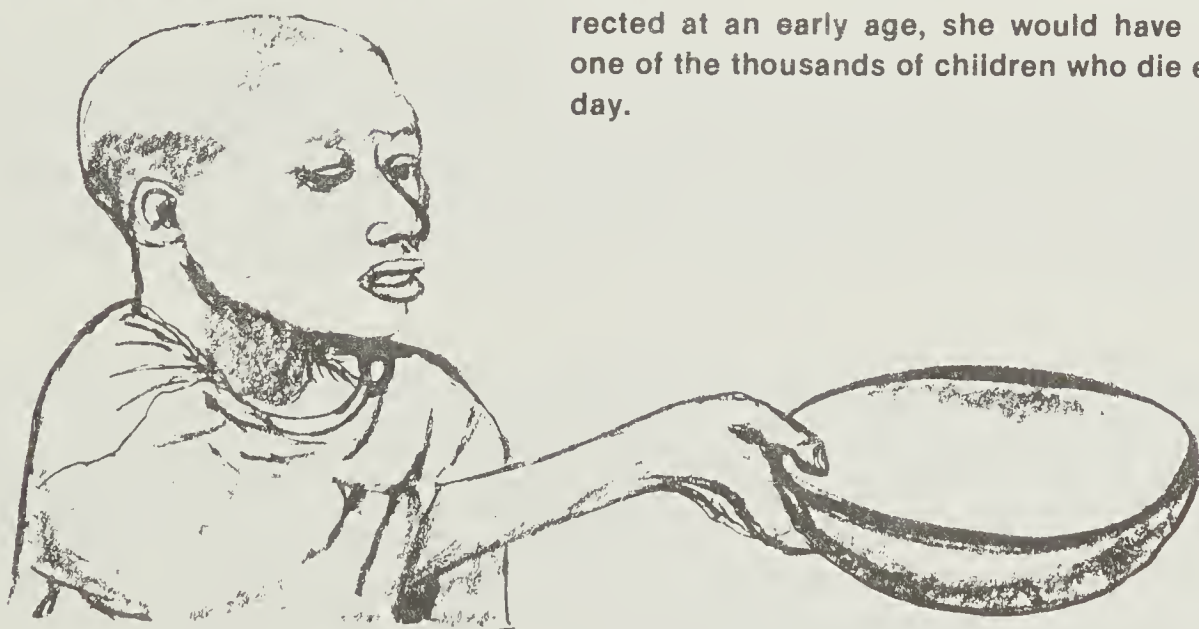




This 2-year-old girl from a poor area in South America weighed only 11½ lbs. and was a severe case of malnutrition (marasmus.) Fortunately, she was found in time to be cured, as shown on the right.



The same child after proper feeding for ten months. At 3 years she has made a good recovery. If her condition had not been corrected at an early age, she would have been one of the thousands of children who die every day.



Millions of people face a daily struggle for food, and for life. How can we expect a society to build a better world when its human resources are plagued by such suffering?

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## **MALNUTRITION IN CANADA**

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We live in one of the most affluent countries in the world. We have more than enough food to eat. People living in Canada can't be malnourished... or can they?



Yes, they can and many are. This was shown by results of the Nutrition Canada Survey which was carried out across Canada during a period of two years from October 1970 to October 1972. During that time 13,652 Canadians were examined in 400 rural, urban and metropolitan communities.

Results of the Survey revealed two major health problems. One of these problems is obesity. Approximately half of the adults in the survey were overweight. Factors which are most probably responsible for obesity in our society are our sedentary life style and the availability and abundance of food.



The other major problem is dental health. In persons 19 years of age and over, 96% had dental caries (tooth decay), and approximately one quarter were edentulous (no teeth). A factor which has undoubtedly played a role in poor health is the large consumption of sugar in our society.

Calcium was found to be lacking in the diets of teenage girls, pregnant women, elderly people and Indians and Eskimos. Many elderly people had low serum vitamin C levels. Pregnant Indians and Eskimos were moderately deficient in vitamin A. All Canadians, and especially young women, had marginal or inadequate iron intakes and low iron stores. Many adults had high serum cholesterol levels. High serum cholesterol levels and overweight are two factors related to the increased incidence of coronary heart disease.

Protein intakes of most age groups were more than the recommended amounts. In fact, children in Alberta were found to be receiving two to three times their protein requirements.

The analysis of survey results showed that people with higher incomes had nutritionally better diets than people with lower incomes.

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## MAJOR FACTORS WHICH PLAY A ROLE IN THE WORLD FOOD SITUATION

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As we considered possible reasons for world hunger we discovered there are many factors which play a role in the world food situation. Following are brief descriptions of what we believe are some of the major factors.

### **FACTOR #1:**

#### **Population**

Each year, the world population grows by a little under 20 percent. This means there are 60-70 million more mouths to feed every year. Every second, four babies are born, three of them in the third world countries. Every second two people die, one of whom is a malnourished child under the age of five. Each day there are 200 thousand more people, each week there are 1.5 million more people and each year there are 75 million more people. It has been estimated that by the year 2010 there will be eight billion people on earth.

The question of how to feed an ever increasing population when so many are already starving is one which deserves the attention of everyone.

### **FACTOR #2:**

#### **Agriculture and Land Use**

Much of the land in the world is unsuitable for farming. It is too steep, rugged and mountainous or the soil is very poor. Millions of acres of agricultural land are being lost yearly due to erosion. Removing trees and overgrazing animals lead to wind erosion, flooding and the advancing of deserts. Large cities, airports, highways and housing developments have taken up millions of acres of once productive farm land.

Does this mean that there is not enough land on which to grow the food, needed to feed all the people in the world? In order to find the answer to this question we talked to people from Alberta Agriculture and The People's Food Commission, and read through the material we had collected. This is what we found out...



Man now farms only half of the earth's 7.8 billion potentially arable acres. Some of the most promising unused lands are the Amazon River Basin in Northeast Brazil and the savannahs of Columbia, Venezuela, Ecuador, and Brazil. The soil in these areas is high in acid. If plant varieties are bred that would thrive in the high-acid soil, the land could be used to graze livestock.



**FACTOR #3:**  
**Food Consumption**

If the cause of world hunger is not a shortage of agricultural land, then is it because there is not enough food being produced? We discovered that the answer to this question is yes and no, but mostly no. We answer “no” because **there is enough food being produced to feed all the people in the world.** In fact, Frances Moore Lappe and Joseph Collins state that there is “enough in grain alone to provide everyone in the world over 3000 calories (12 600 kilojoules) a day, not counting all the beans, root crops, fruits, nuts, vegetables and non-grain-fed meat”. The answer to our question is only “yes” if we believe that we, in the affluent nations with only 30% of the world’s population, must continue to consume well over half the world’s grain supply.

In her book **How the Other Half Dies : The Real Reasons for World Hunger**, Susan George states that

In recent years, the world has produced about 1,250 million tons of food and feed grains annually, and DCs (developed countries) eat over half although they account for only about a quarter of the world’s population. Their animals eat fully a quarter of all the grains, or...the equivalent of the total human consumption of China and India put together.

China and India together make up 36% of the world’s population. Susan George goes on to explain that the average grain consumption of people in the Third World countries was “about 506 pounds annually” during the years 1969-71, whereas the average consumed by people in the U.S.A. during the same period was “1760 pounds of grain intake, nine tenths of it in the form of meat, poultry or dairy products”.

**FACTOR #4:**  
**The Green Revolution**

When we were considering the theory that not enough food is produced to feed the world population some of us came to the conclusion that more food should be produced on the earth’s land that is available for cultivation. We read in many books about the “Green Revolution” and how scientists are developing new breeds of plants that will yield more food.

Although the “Green Revolution”, in many regions, has been successful in raising the yield of grain crops, it has not benefited the hungry people of the world. The individual farmers of the Third World countries cannot afford irrigation, fertilizers, herbicides, pesticides, and seeds\* necessary to produce the high-yielding varieties of grain. If even one of these elements is lacking the high-yielding varieties will not produce any more grain than the traditional varieties, in fact sometimes they have produced less.

\*Many of the new hybrids do not produce their own seeds meaning new seeds must be purchased for each planting.

The sad part is that the "Green Revolution" has resulted in the rich becoming richer, and the poor becoming poorer, and the hungry have become no less hungry. Those who can afford the costly inputs necessary to produce the high-yielding varieties are the large scale commercial farmers.



In some areas farm workers have lost their jobs and tenant farmers have been displaced from the land to be replaced by big machinery. The approach through the "Green Revolution" to solving food problems in the Third World has not been successful because it used capital-intensive methods of the affluent nations. The most abundant resource in the Third World nations is its people. We conclude that any approach to solving food problems must involve the people as laborers. The solution must ensure that what is produced, and the profit from that production, goes back to the people of these nations who need it most.

#### **FACTOR #5:**

##### **Food Production and Export**

Many countries where people are suffering from malnutrition, export what they produce instead of keeping it to feed themselves. The factors which determine whether or not people are hungry are not how much food is produced in a country, or how many people there are per acre of agricultural land. We discovered the determining factors are:

- 1) WHO controls the production of food,
- 2) WHAT kinds of foods are produced, and
- 3) WHERE the food goes.

In many of the Third World countries, the majority of the agricultural land is controlled by rich landlords, or by commercial farms, many of which are owned by big foreign corporations. In the past when many of these nations were colonies of the Western developed countries the large foreign-owned corporations moved in and began producing crops at the lowest possible cost for export to the developed world. The crops being produced - sugar, tobacco, coffee, tea, cocoa, cotton, rubber - have little or no nutritional value. In fact, many of them are causing serious health problems in our society. These "cash crops", as they are referred to, now occupy an average of one-tenth of every producing acre in the world. It is more profitable for Third World farmers to grow "cash crops" for export than it is to raise rice, wheat or beans to feed local people. The profits, of course, go to the wealthy landlords and the multinational corporations. The "rich get richer", and the poor become more hungry.



**FACTOR #6:**  
**Food Processing and Food Additives**

Brenda conducted a survey to find out how some of our food habits today compared with those of thirty years ago. From the answers people gave to the questions she asked, Brenda discovered that some food habits have changed a lot in the past thirty years. People said they ate much less processed foods and more homemade foods then, than they do now. Most people stated that today there is far more “junk” food, like pop and chips. Practically anything can be purchased either “instant” or “ready-to-serve”. Generally people said they preferred the homemade food of yesteryear. However, they buy the “instant”, processed foods because they save time, are easy to prepare, and because they don’t have to worry about getting all the ingredients that “homemade” products require.

Looking at the ingredients listed on these “instant” food packages one finds some pretty strange looking, long names like trisodium phosphate, sodium carboxymethylcellulose, and propylene glycolmonostearate. It is no wonder that the people interviewed preferred homemade food! After reading the label one might think one is about to eat someone’s chemistry experiment!

These strange ingredients are food additives, used to keep food from going rancid or from separating. Some keep gooey food gooey, and granular food granular. Others may be used to color, bleach, firm, gell, flavor or polish foods. Whatever their use, you can almost rest assured that any processed, packaged food you pick up will have some food additives.

There are 2500 or more food additives. Are all of these food additives really necessary? A lot of resources are used in the research and production of food additives for processed food. In order to provide us with foods out of season and foods which will keep for a long time, some food processing and food additives are necessary. Perhaps we should ask ourselves if the convenience and artifical flavor, color and textural characteristics are worth the cost of some of these food additives. By cost we not only mean money, but also the cost in lost nutrients, and the cost in energy and resources which might be used in finding solutions to the world food crisis.



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**SOLUTIONS FOR THE FUTURE**

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Our predictions for the future ended up being discussions of possible solutions for the present world food crisis. We all recognized that some kind of change is needed because the present world food situation is not working. Even though the earth has the potential to feed all of its inhabitants, vast numbers are starving.

We realize that no one of our solutions will end the present world food crisis. A lot of people need to change their way of thinking, and in many cases their way of eating before the kinds of changes that will reduce world hunger can happen.

Our solutions are things we can all do as individuals and together with our families. We ask that you at least consider them. If you are interested, try them and maybe you will change your way of thinking, and perhaps even your way of eating.

**SOLUTION #1:**

**Barb and Corl: “Eat less meat.”**

Grain feeding animals is an inefficient method of producing meat. When animals graze on pasture land and plants, which are not edible by humans, they are efficiently converted into high quality animal protein. Feeding grain and protein feeds to animals in Canada has become a practice because it fattens the animal in half the time that grazing does and produces the fat marbled meat of which the Canadian consumer is so fond.

It takes two to three kilograms of feed to produce one kilogram of chicken meat. Sixteen kilograms of grain are required to produce one kilogram of beef. Since cattle usually graze for a period before being fed a diet of grain, they consume approximately seven kilograms of grain for every kilogram of meat produced. According to the Nutrition Canada Survey, most Canadians consume far more protein than they need. The consumption of too much fat marbled meat and dairy products is a contributing factor in major health problems like heart disease and obesity. With this in mind, cutting down on meat consumption and substituting complementary vegetable protein for part of our protein requirements appears to us to be a logical change. In addition to helping combat major health problems in our society, this change would result in freeing large quantities of grain from human use.

The protein in nuts and grains complement one another, and when served together provide a complete source of protein. A meal of Peanut Butter Soup and bread is an example of vegetable protein complementarity.

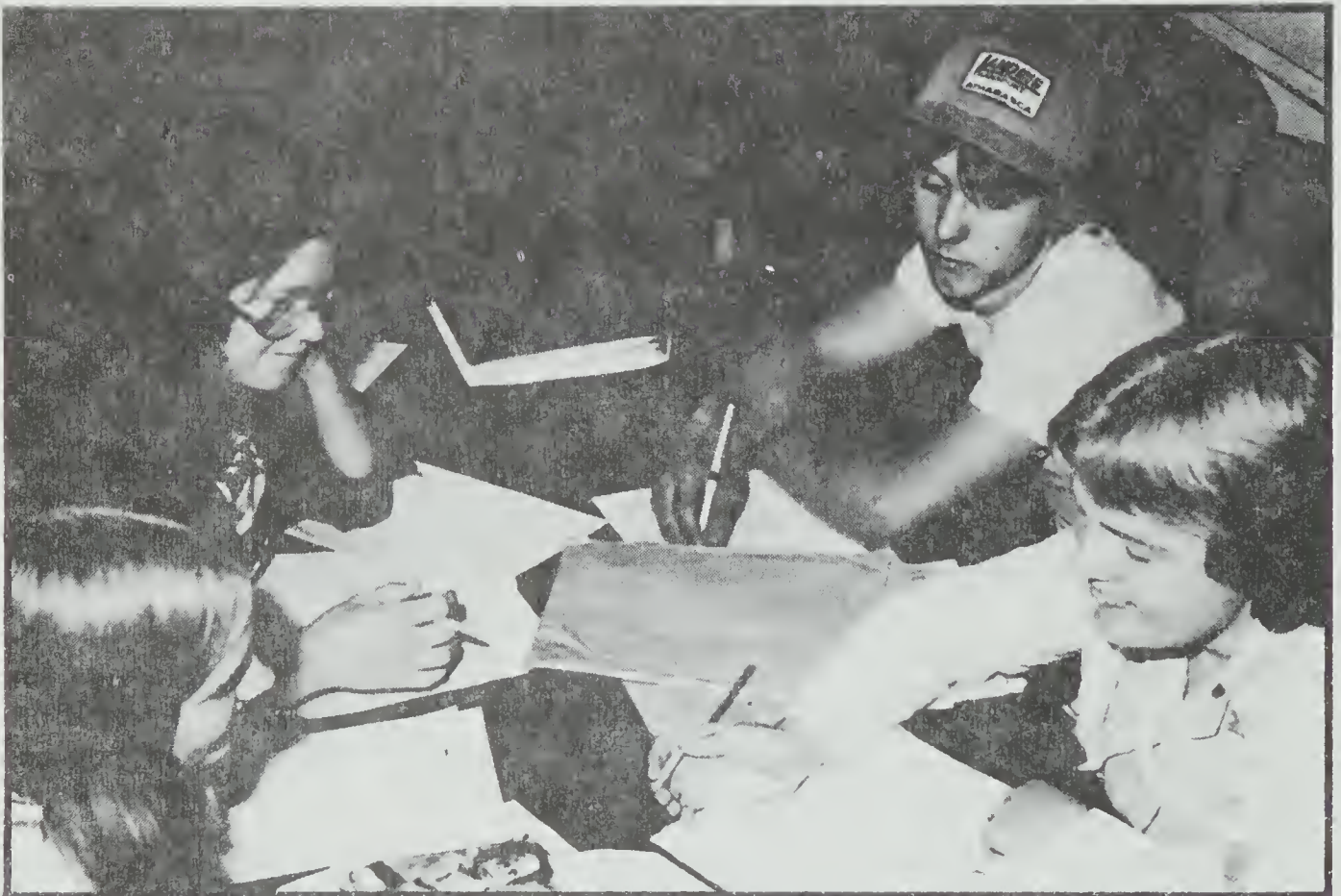
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PEANUT BUTTER SOUP		
Two Servings		Six Servings
75 mL	chopped onion	250 mL
15 mL	butter or margarine	50 mL
8 mL	flour	25 mL
150 mL	hot chicken broth (or chicken bouillon and hot water)	500 mL
75 mL	crunchy style peanut butter	250 mL
175 mL	skim milk powder	525 mL
500 mL	water	1.5 L

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1. Saute onion in butter until pale yellow.
2. Add flour, cook, stirring for 1 min.
3. Blend together chicken broth and peanut butter.
4. Add chicken broth mixture to onion mixture. Cook, stirring over low heat until mixture is smooth and well blended.
5. Blend together milk powder and water. Add to soup mixture and continue cooking on low until steaming hot.
6. Serve with fresh bread or rolls for a high-quality, complete protein dish.



Our “editors”, Glenda, Brenda, Greg and Karen, trying to organize everyone’s research papers for our chapter.

## **SOLUTION #2:**

**Joan: “Eat food from the land around us.”**

If people were to get more of their food from the land around them they would use up less energy and other resources. These resources could be used to produce more food to feed more people.

People who are willing to do more “living off the land” will not only be eating berries, roots, wild plants, young trees, wild flowers, insects and wild animals. Some of the wild animals found in our area which provide good eating are moose, deer, squirrels, beavers, ducks, geese, and white fish.

Following are some recipes that use food from the land.

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## CANDIED ROSE HIPS

### Two Servings

250 mL	rose hips
75 mL	sugar
40 mL	water

### Six Servings

750 mL
250 mL
125 mL

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#### Method:

1. Remove seeds from rose hips.
2. To make a syrup, mix sugar and water in a saucepan and bring to a boil.
3. Add rose hips to the syrup and boil for 10 minutes.
4. Remove fruit from the syrup and drain on wax paper.
5. Dust with sugar and dry slowly in the sun or a very slow oven (100°). Add more sugar if the fruit appears sticky.
6. Store between sheets of waxed paper in a closely covered container until used.

#### ROSE HIPS

Rose hips are an excellent source of Vitamin C. Candied rose hips can be used in your favorite cookie recipe in place of fruit or nuts, or in puddings with added grated rind of lemon.



#### DANDELION ROOTS

Wash and peel roots trimmed from the dandelion plant. Place in a shallow pan and dry thoroughly in a slow oven (100°C). Grind the dried roots and use them as a substitute for coffee.



#### SPRUCE TREES

Young twigs and leaves can be picked from the black or white spruce. They should be washed well; then they can be steeped in boiling water for a drink high in vitamin C.



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## MOOSE SWISS STEAK

### Two Servings

325 g	moose round steak
25 mL	flour
1 mL	salt
pinch	pepper
25 mL	cooking oil or lard
15 mL	dehydrated onion flakes
2 mL	celery seed
200 mL	canned tomatoes
10 mL	Worcestershire sauce
15 mL	flour
25 mL	cold water

### Six Servings

1 kg
75 mL
3
2 mL
75 mL
50 mL
7 mL
625 mL
30mL
50 mL
75 mL

---

### Method:

1. Trim fat from moose steak and cut into serving pieces.
2. Dredge steak in mixture of flour, salt and pepper.
3. Brown steak on both sides in cooking oil or lard, then remove and keep warm.
4. Add onion flakes, celery seed, canned tomatoes, and Worcestershire sauce to fry pan and stir until well mixed with drippings from the steak.
5. Add the steak, cover and simmer for 1½ hours or until steak is fork tender.
6. Mix the flour and water to make a paste. Add the paste, stirring constantly until thickened. Simmer for 10 minutes and serve.



### **SOLUTION #3**

**Patty: “Divide the world’s food supply evenly”.**

Hunger might be controlled for several decades if the world’s food supply were evenly divided among the planet’s inhabitants. One serious problem that may limit this as a solution is convincing citizens of wealthy nations that they must sacrifice to help those in poor countries.

Affluence eats into the world’s food supply. With rising standards of living in the affluent nations, their citizens waste more food, and feed millions of tons of it to pets. The fertilizer Canadians spread on lawns, golf courses, and cemeteries could be used to grow enough food to feed millions of people. All nations must be encouraged to adopt more efficient agricultural techniques to increase output.

### **SOLUTION #4**

**Barb: “Provide aid to develop self-sufficient agriculture, not food aid.”**

When Third World countries are in great need of food the Western World steps in to give them a helping hand. But actually, much of what some Western countries send to Third World countries is only lent. The poor farmers must produce more food to sell so they can pay back the loan.

Sometimes the motives of the country sending food aid are not always good. Surplus grain in some affluent countries is often sent for food aid so that the price of it in their own country does not go down. Also agreements are made between the senders and receivers of food aid that in the future, the receivers must buy food from the country that sends food aid. The prices of crops have been held down in some countries that are big receivers of food aid. This forces farmers out of business creating more need for food aid (a vicious cycle).

Giving food aid does not allow the Third World nations to stand on their own feet. Here is a popular phrase that sums up my ideas:

“Give a man a fish  
and it feeds him for a day.  
Teach a man to fish  
and it feeds him for a life.”

This is also the idea that many scientists including Dr. C. F. Bently of the University of Alberta have. He emphasizes helping the people of the Third World countries to be more self sufficient agriculturally. People of these countries must raise crops suited to their climates and conditions, acceptable to them as a part of their diet, and capable of providing good nutrition.

### **SOLUTION #6**

**Connie: “Don’t throw away leftovers”**

Canadians along with our neighbors to the south are some of the most wasteful people on earth. We can save ourselves money and lower the consumption of food in this country by learning to be creative in using what we normally throw away.



Foods that most often end up in the garbage pail are leftovers from a meal, foods that are over-ripe, sour or stale, and many parts of foods that we don't normally use and eat. Here are some suggestions for using such foods.

**Vegetable tops and leaves**, leftover salad with dressing drained off and salad greens which have become wilted can be used in soup stocks and stews for added flavor and nutrients. Store them in a bag in the freezer until needed. Steam beet tops lightly, add a little butter and salt for a delicious vegetable dish.

**Canned vegetable liquid** can be used as part of the liquid for soups, sauces, stews and gelatin salads.

**Cooked potatoes** sliced and sauted make delicious hashbrowns for breakfast, and can be used for one-dish dinner casseroles like Shepherd's Pie.

**Over-ripe bananas** can be used in milkshakes, puddings or to make banana bread. They can also be frozen and used later in cooking.

**Stale bread** makes good bread puddings, and can also be used for fondue, cheese sticks and stuffing.

**Stale cake and cookies** can be used as a base for trifle, or crumbled and used as a topping for puddings, custards, or ice cream.

**Leftover coffee** can be used as iced coffee, in mocha desserts, or reheated in a microwave oven.

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## SHEPHERD'S PIE FROM LEFTOVERS

### Two Servings

40 mL	finely chopped celery
10 mL	chopped onion
8 mL	butter or margarine
8 mL	all-purpose flour
75 mL	milk
75 mL	leftover gravy or meat broth
150 mL	cooked lamb, beef, pork, cut in cubes
5 mL	snipped parsley
1 mL	salt
pinch	pepper
1 mL	browning sauce
125 mL	leftover cooked vegetables
150 mL	leftover mashed potatoes
25 mL	shredded sharp process cheese

### Six Servings

125 mL
30 mL
25 mL
25 mL
250 mL
200 mL
500 mL
15 mL
3 mL
1 mL
3 mL
375 mL
500 mL
75 mL

---

1. Saute celery and onion in butter till tender.
2. Blend in flour.
3. Add milk and gravy or broth all at once.
4. Cook and stir till mixture thickens and bubbles.
5. Stir in cubed meat, parsley, salt, pepper, and browning sauce.
6. Pour meat mixture into casserole, layer with cooked vegetables and top evenly with grated cheese.
7. Bake at 200°C for 20 to 25 minutes or until brown.

#### **SOLUTION #7:**

**Greg: “Grow your own vegetables using garden wastes for fertilizer.”**

Having your own vegetable garden can provide you with many positive results. Home-grown vegetables taste better than those shipped to the supermarkets. You will save money by growing your own vegetables, especially if you freeze and can enough for the winter months. If you use only organic fertilizers your vegetables will be free of petro-chemicals (pesticides, herbicides and inorganic fertilizers) which are used by most large-scale vegetable producers.

Vegetable gardening can improve your health. Home-grown vegetables can be more nutritious than those bought in the supermarket. The sooner vegetables are prepared and eaten or preserved after picking, the less chance there is for loss of valuable nutrients. You will benefit from the sunshine and exercise you will get throughout the summer while caring for your garden.

Your vegetable garden will benefit others because you will be using less of the world's resources, freeing them for use in the production of more food for the world's hungry. Using garden wastes for fertilizer makes good ecological sense. It saves on energy and other resources that would have been necessary to dispose of the waste and puts back valuable nutrients into the soil.

Many people who have gardens are wasting a lot of free fertilizer. They pull out hundreds of kilograms of weeds each year and have them hauled to the dump. If these people were to store the weeds and other vegetable wastes in corner compost piles in their yards, they could produce a lot of usable fertilizer. Once the vegetable wastes have begun to rot, they can be spread over the garden and worked in. You can use anything from carrot tops to the fallen leaves from the trees in the back yard!

#### **SOLUTION #8:**

**Cathy and Barb: “Eat less processed foods.”**

In the Western World obesity is becoming a very serious problem and in the future we will have to battle this problem by cutting down on the things that are not necessary for good health. To begin with, most Canadians could probably cut down about ten per cent on their food consumption. Here in the West, we consume most of the grain we eat in the



form of meat, eggs, cheese, and milk, all of which are high protein foods. In Europe and in parts of Asia where people's diets are generally adequate, they consume about half the amount of grains that Canadians and Americans consume. Countries like Japan and China are well known for their nutritious foods which have few calories and taste really good. They use plant proteins in a complementary way which produces a good source of protein in their diets.

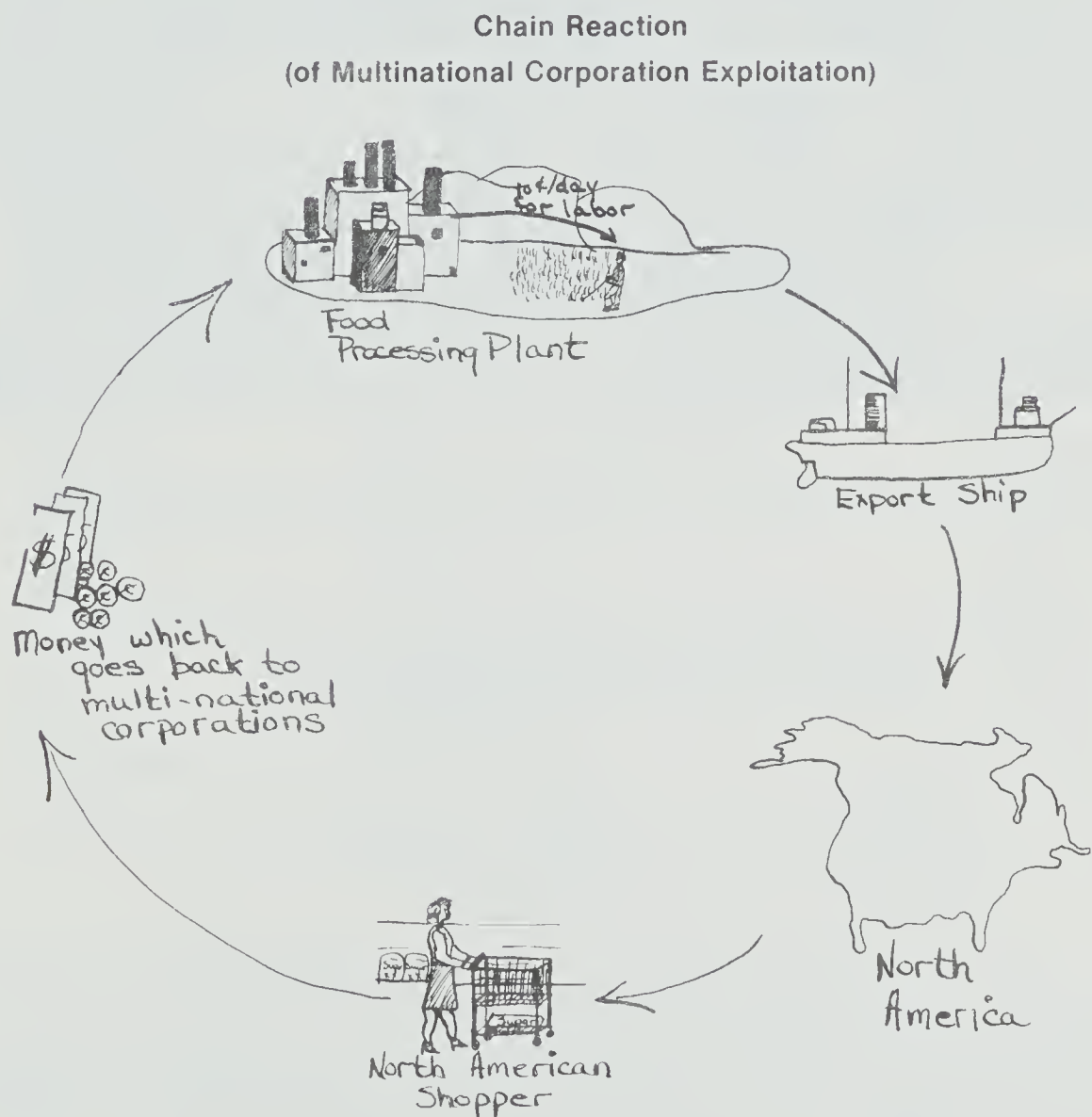
North Americans are eating an excess of sugar. We eat over 55 kilograms of sugar and other refined sweeteners yearly. That is approximately 160 millilitres every day. Sugar does little for our bodies except to provide energy and to decay our teeth. Tooth decay, as was shown by the Nutrition Canada Survey, has become a very serious problem in Canadian society.

In many of the Third World countries sugar cane and sugar beets are grown for export. All the land that is "wasted" in producing sugar could be used to grow crops that would prove to be more beneficial to the hunger stricken people in these countries where the sugar is grown.



In our opinion the "sugar market" is a real "rip-off"! Large corporations move into Third World nations and use up the precious, fertile land for growing sugar for export. Then they sell the sugar to us in the Western World and we buy it to make ourselves fat and to rot our teeth. If we cut down on our sugar consumption, we could help solve hunger problems, as well as solve some of our own problems. We think people should give this some thought because it really would be worth it if action were taken in the future.

The problem concerning the multi-national corporations is one we cannot leave alone. Many of these corporations have started plantations in the Third World countries where they hire native people and pay them extremely low wages. These corporations take much out of the soil but are not very concerned about the country itself. All they appear to be concerned about is making a profit. The multi-national corporations take food out of the Third World countries, process it, export it, and sell it to the Western World at high prices. We should be trying to stop this kind of practice. Buying these products creates a chain reaction which stresses human exploitation. These companies don't like to sell the basic food products because they won't make enough profit; but, if they turn a cheap, healthy, basic food into a convenience package and add preservatives and chemicals, higher profits can be made.



We think that in trying to find a solution to this problem we should take a little of the past with us into the future. We should start making things from scratch instead of buying prepared, highly processed foods and stop making the multi-national corporations more rich and powerful. We have included a variety of recipes to help you get into the habit of “making things from scratch”.



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## BAKED GOODS FROM A MIX

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Quick Breads from a Mix, clockwise from top-center, Banana Loaf prepared from six serving size of Banana Muffin recipe, Buttermilk Fruit Scones and Jam Layer Coffee Cake.

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### BASIC QUICK BREAD MIX

2.2 L	sifted all purpose flour
20 mL	salt
50 mL	baking powder
500 mL	shortening

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1. Sift together flour, salt and baking powder.
2. Cut shortening in with a pastry blender until particles resemble coarse cornmeal.

This mixture should be stored in a covered container. When measuring the Basic Quick Bread Mix for the following recipes spoon the mixture lightly into the measure being careful not to pack it.



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## TEA BISCUITS

### Two Servings

200 mL  
50 mL

Basic Quick Bread Mix  
milk

### Six Servings

700 mL  
175 mL

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1. Measure mix into a bowl and make a well in the center.
2. Pour in milk and stir with a fork until mixed.
3. Knead 6 times on a lightly floured board.
4. Roll or pat to a 1 cm. thickness.
5. Cut dough with a floured 4 cm. round cookie cutter.
6. Place on an ungreased baking sheet.
7. Bake at 220°C for 12 to 15 min. or until golden brown.



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## JAM LAYER COFFEE CAKE

### Two Servings

200 mL  
15 mL  
15 mL  
40 mL  
50 mL  
20 mL  
40 mL  
few grains

Basic Quick Bread Mix  
sugar  
egg, beaten  
milk  
homemade jam preserves  
brown sugar  
raisins  
cinnamon

### Six Servings

500 mL  
45 mL  
1  
125 mL  
150 mL  
50 mL  
125 mL  
1 mL

---

1. Combine mix and sugar.
2. In a separate bowl combine egg and milk. Add to dry ingredients and mix thoroughly.
3. Spread half of the dough on a well greased loaf pan or layer cake pan for 6 servings. Spread jam over top of dough in pan.
4. Mix together brown sugar, raisins and cinnamon. Sprinkle on top of jam.
5. Drop remaining dough by teaspoonsful around outer edge of pan.
6. Bake at 190°C for approximately 25-35 minutes.





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## BANANA MUFFINS

### Two Servings

175 mL	Basic Quick Bread Mix
50 mL	sugar
1 mL	baking soda
0.75	large banana(s), mashed
15 mL	chopped nuts
30 mL	eggs
25 mL	buttermilk or sour milk

### Six Servings

500 mL
200 mL
3 mL
2
50 mL
2
75 mL

---

1. Combine mix, sugar and baking soda.
2. Combine bananas, walnuts, eggs and buttermilk. Add to dry mixture and stir until dry ingredients are moistened.
3. Pour into muffin cups, greased on bottoms only.
4. Bake at 190°C 15-20 min.



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## BUTTERMILK FRUIT SCONES

### Two Servings

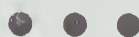
200 mL	Basic Quick Bread Mix
25 mL	sugar
40 mL	raisins or currants
40 mL	buttermilk
15 mL	egg(s), beaten
5 mL	egg yolk
2 mL	sugar

### Six Servings

625 mL
75 mL
125 mL
125 mL
1
1
6 mL

---

1. Combine mix, sugar and raisins.
2. Add buttermilk and beaten egg all at once. Stir with fork until all ingredients are just moistened.
3. Turn out onto lightly floured surface and knead gently about 20 times.
4. Divide dough for 6 servings in half. Pat ball of dough on ungreased baking sheet into circle 1.5 cm. thick. Cut into 4 sections, but do not separate.
5. Brush with mixture of egg yolk and sugar. Sprinkle with sugar.
6. Bake at 220°C for 12-15 minutes. Serve warm with butter and honey.



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## PANCAKES

### Two Servings

175 mL	Basic Quick Bread Mix
8 mL	sugar
100 mL	milk
1	egg(s), beaten

### Six Servings

550 mL
25 mL
375 mL
2

- 
1. Combine mix and sugar.
  2. Add milk and egg all at once and stir until blended.
  3. Pour batter by 50 mL measures onto lightly greased hot griddle. Bake until puffy and bubbles break on surface. Turn and bake other side. Serve hot with butter and maple syrup.



This is a great tasting, nutritious dessert, and it isn't high in fat or sugar content. If you think the recipe sounds good, follow the instructions for making your own yogurt and your own cottage cheese; then use your homemade yogurt and cottage cheese to make this recipe.

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## CHEESE AND YOGURT BERRY PIE\*

### Two Servings

150 mL	graham cracker crumbs
20 mL	sugar
20 mL	melted margarine
1 mL	nutmeg
25 mL	milk
5 mL	unflavored gelatin
75 mL	cottage cheese
125 mL	plain yogurt
15 mL	honey
100 mL	fresh berries

### Six Servings

425 mL
50 mL
50 mL
2 mL
75 mL
15 mL
250 mL
375 mL
45 mL
300 mL

- 
1. Combine first four ingredients. Press into 10 cm pie pan for two servings, 25 cm pan for six servings. Bake at 190°C, 6 to 8 min
  2. Combine milk and gelatin in small saucepan and stir until gelatin is softened. Warm over low heat, stirring constantly, until dissolved.
  3. Combine cottage cheese, yogurt, honey and gelatin mixture in blender or mixing bowl and whirl or blend briefly. Chill mixture 20-30 minutes until it begins to set.
  4. Place fresh berries over bottom of pie shell. Pour chilled mixture into pie shell. Garnish with berries and a sprinkle of nutmeg, and chill until set. This pie should be served within 8 h.

\*This recipe was adapted from "Yogurt-Cheese Pie", Doris Janzen Longacre, More With Less Cookbook, Herald Press, Kitchener, Ontario, 1976, p. 278.



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## YOGURT

### Two Servings

250 mL	powdered milk
325 mL	warm water
100 mL	evaporated milk
25 mL	plain yogurt (for starter)

### Six Servings

500 mL
1 L
275 mL
75 mL

- 
1. Combine powdered milk and warm water in a large bowl and stir well. Add evaporated milk.
  2. Blend together in a separate bowl until smooth, one eighth of the milk mixture and the yogurt. Pour back into large bowl and mix well.
  3. Pour mixture into clean jars and incubate at 50°C until set (3-8 hours. Flavor becomes stronger as time increases.) Store in refrigerator.



Cottage cheese is a soft, unripened cheese made from skim milk. The milk used to make cottage cheese should be fresh and it must be pasteurized. Harmful bacteria and organisms that may produce off flavors in cottage cheese are killed by pasteurization. If you are using reconstituted nonfat dry milk or farm skim milk you can pasteurize it yourself by heating the milk in the top of a double boiler to 70°C and holding it at that temperature for 30 min. Four litres of milk should yield approximately 0.5 kg of cottage cheese.

To make your own cottage cheese you will need the following:

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## COTTAGE CHEESE

150 mL	very fresh cultured buttermilk
4 L	pasteurized milk
5 mL	salt

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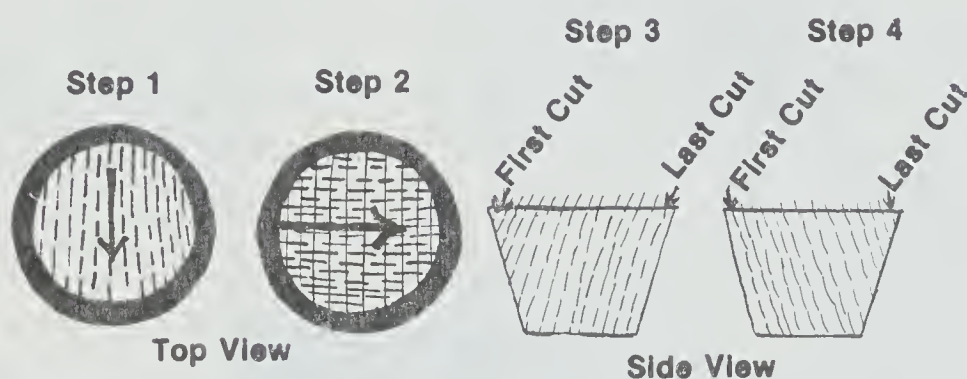
A large double boiler (if you don't have one large enough, improvise with a 6-8 L container inside a larger container which will serve as the bottom of the double boiler for heating water. Do not use galvanized metal or aluminum for the milk container.)

- measures
- a long handled spoon
- a knife with a blade long enough to reach the bottom of the milk container
- a piece of cheese cloth approximately 0.5 m square
- a colander and pan big enough to hold colander
- a mixing bowl (not of aluminum or galvanized metal)
- a container with lid for storing cheese in the refrigerator

### Method:

1. Warm 4 L pasteurized milk to 20°C (room temperature) in the top of the double boiler. This temperature must be maintained through the entire cheese forming process.
2. Curdle the milk. Stir in 150 mL very fresh cultured buttermilk. Cover the container with a clean cloth. Do not stir the milk. To curdle the milk let it stand for 15 to 24 hours. The temperature of the milk must be maintained at 20°C. Curdling has occurred when the curd (a firm jelly-like substance) forms with a little whey (watery liquid) appearing on the surface.
3. Check to see if the curd is ready to cut. Insert a metal spatula into the curd at the side. The curd is ready to cut if it breaks quickly and smoothly.
4. Cut the curd. Insert the knife blade into the curd vertically and slice toward yourself. Withdraw knife and repeat this every 1 cm. as shown in step 1. Turn the container a quarter turn and repeat as in step 2. Turn container back to step 1 position and using the same cut lines cut the curd at an angle as shown in step 3. Turn the container to step 2 position and repeat the angle cuts using the step 2 cut lines. See step 4.

Let the cut curd stand, undisturbed for 10 minutes. This allows the whey to separate from the curd.

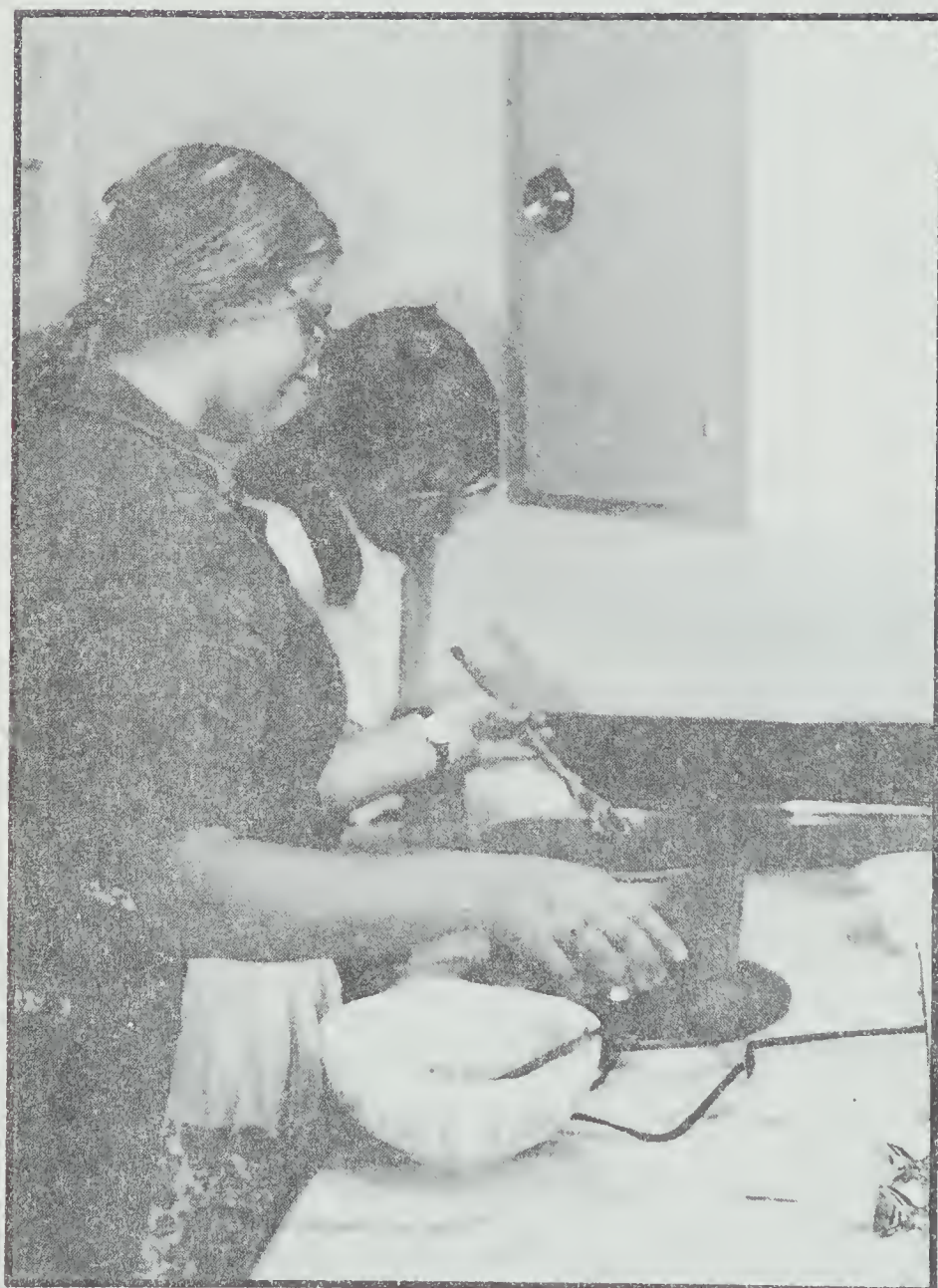


Cutting the Curd - Knife Positions

5. Heat the cut curd. This is a critical step. Add water, at 20°C, to the large outer container so the water level is just above the level of the curd and whey in the inner container. Heat the water slowly and uniformly raising the temperature of the curd and whey about 0.6° per minute to a temperature of 38°C. Gently stir the curd for 1 minute at a time, every 5 minutes. Then heat the curd a little faster and stir more often until the curd and whey reaches 45°C. This should take 10 to 15 minutes. Hold the curd at this temperature for 20 to 30 minutes. Stir the curd and whey constantly for the last while. The heating process may be stopped when the curd becomes firm and does not break easily when squeezed.



6. Drain off the whey. Dip off what you can of the whey, then pour the remainder of the curd and whey onto a cheesecloth spread in a colander. Drain 2 to 3 minutes, no longer.
7. Wash the curd. Gather cheesecloth around curd and immerse in cool clean water repeatedly for 3 minutes.
8. Cool the curd. Raise and lower the "bag" of curd for 4 minutes in ice water. Put curd in colander and shake occasionally until whey stops draining.
9. Salt the curd. Transfer curd from cheesecloth to mixing bowl and stir in 5 mL salt.
10. Cream the curd. If you prefer creamed cottage cheese mix in 75 to 100 mL of cream or half-and-half.



Barb and Joan frying  
the Whole Wheat Doughnuts.

This recipe is far more nutritious than the packaged doughnuts you can buy in the supermarket, and they are easy to make!

---

## WHOLE WHEAT DOUGHNUTS

### Two Servings

175 mL	whole wheat flour
pinch	nutmeg
1 mL	salt
5 mL	baking powder
1	well beaten egg(s)
25 mL	milk
10 mL	oil
25 mL	well packed brown sugar
40 mL	broken nuts

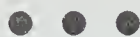
### Six Servings

500 mL
1 mL
4 mL
15 mL
2
100 mL
30 mL
75 mL
125 mL

### Coating

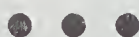
20 mL	powdered sugar	60 mL
2 mL	cinnamon	5 mL
1 mL	nutmeg	3 mL

- 
1. Mix and sift together dry ingredients except nuts.
  2. Combine liquid ingredients.
  3. Mix liquid ingredients together with dry ingredients, and add nuts.
  4. Drop by spoonfuls into hot oil at 190°C.
  5. Drain on paper towels and roll in the coating mixture.



Once we know all the facts about the present world food situation we will be in a better position to predict, and perhaps partially control the situation in the future. Will hunger continue in the Third World countries even though there is enough food to go around? We believe the answer to this question is yes, unless we do something about it. We must work together to find solutions to the problem of hunger in the world. We can stop supporting the exploitation of people in Third World countries by not buying multinational corporation products, which are often over processed anyway!

We can't just ignore this problem because we think it has nothing to do with us. Let's make the facts known to everyone so that we can make the world food situation a good situation!





---

## GET INVOLVED!

1. Study about the additives used in our food. Decide which food additives are necessary, and which food additives you think we can do without. Explain why you decided as you did.
2. Do you think population control is another possible solution to the world food problem?  
Research the issue of population control and prepare a position paper either for or against population control as a solution to the world food problem.
3. After studying the present world food situation, analyse each of the proposed solutions in this chapter. Do you think the solutions offered will bring about the kinds of change which will result in improving the present world food situation? What problems would you expect to be encountered in implementing these solutions?  
Propose a solution you think could bring about an end to world hunger.
4. What effect do you think politics has on the present world food situation? Discuss your answers with the rest of the class.
5. Read one of the following books. Report a brief summary of what you have read to the class.

Susan George, **How The Other Half Dies, The Real Reasons For World Hunger**, Allanheld, Osmun and Co. Publishers, Montclair, New Jersey, 1977, \$4.95 - also available by Penguin Books. 1976, \$2.50.

Doris Janzen Longacre, **More With Less Cookbook**, Herald Press, Kitchener, Ontario, 1976.

Francis Moore Lappe & Joseph Collins with Cary Fowler, **Food First - Beyond the Myth of Scarcity**, Houghton Mifflin Company, Boston, 1977.

Francis Moore Lappe, **Diet For A Small Planet**.

Mary Goodwin and Gerry Pollen, **Creative Food Experiences for Children**, Centre for Science in the Public Interest (1755 S Street, N.W., Washington, D.C. 20009) 191 p., \$4.00

Deborah Katz and Mary Goodwin, **Food: Where Nutrition, Politics, and Culture Meet, An Activities Guide For Teachers** (for Junior and Senior High and Adults, Centre for Science in the Public Interest (1755 S Street, N.W., Washington, D.C. 20009) 214 p., \$4.50

6. Write a short essay explaining what you can do to help improve the present world food situation. Explain the effects which you expect will result from your efforts.
7. Make your own cottage cheese by following the directions in this chapter. You will learn the basic process used by all cheese manufacturers.

# METRIC MEASURING FOR RECIPES...

## AS SIMPLE AS A NEW SET OF MEASURES!

The only difference between measuring ingredients from a recipe with metric measurements and one with imperial measurements (cups and spoons) is the measures you use. You can purchase metric measures in the housewares department of almost any department or grocery store.

For home cooking, volume measurements are taken of ingredients. There is no need for scales to weigh ingredients. The standard unit for measuring volume is the litre. Ingredients are measured in smaller units called millilitres. There are one thousand millilitres in one litre.

The symbols used to represent volume measurements for home cooking are:

mL for millilitre

L for litre

The standard measures used for home cooking are:

dry measures - used to measure dry ingredients in amounts of 50 mL or more



250 mL

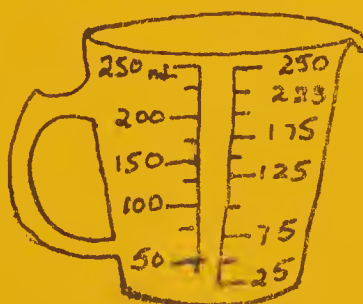


125 mL



50 mL

liquid measure - used to measure liquid ingredients in amounts of 25 mL or more



small liquid and dry measures - used to measure dry and liquid ingredients in amounts of 25 mL or less



25 mL



15 mL



5 mL



2 mL



1 mL

The conversion from the Imperial system of measurement to metric measurement for ingredients is as follows:

1 cup	-	250 mL
1 tablespoon	-	15 mL
1 teaspoon	-	5 mL



---

# OVEN TEMPERATURES

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If your oven’s temperature settings are marked in degrees Fahrenheit use the replacement chart below to set your oven at the corresponding degrees Celsius.

The symbols used to represent temperatures measurement are:  
°C for degrees Celsius  
°F for degrees Fahrenheit

70°C - 150°F	190°C - 375°F
100°C - 200°F	200°C - 400°F
120°C - 250°F	220°C - 425°F
150°C - 300°F	230°C - 450°F
160°C - 325°F	260°C - 500°F
180°C - 350°F	290°C - 550°F

Oven temperature should be reduced 10°C when baking in ovenproof glass bakeware.

The symbols used to represent time are:

min. for minutes  
h for hour

---

# BAKEWARE

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Bakeware is referred to by generic name (i.e. pie plate, cake pan, loaf pan) and capacity (measured in litres or millilitres), with the exception of cookie sheets which are referred to by dimensions. The dimensions of the pans are standard and usually do not appear in recipes. Dimensions are measured in centimetres. The symbol used to represent centimetres is cm.

## Examples of Bakeware:

1 L loaf pan	(20 cm. x 10 cm. x 7 cm.)
1.5 L square cake pan	(22 cm. x 22 cm. x 5 cm.)
850 mL pie plate	(22 cm. x 3 cm.)

If you do not know the size of your present bakeware you can measure the capacity of a pan by filling it with water and then measuring the volume of water it holds. Since cookie sheets are referred to by their dimensions, measure the length and width.

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